

UBEA
Business Education

Forum

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UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

- NEWS OF UBEA AND THE AFFILIATED ASSOCIATIONS
- DISTRIBUTIVE OCCUPATIONS
- SHORTHAND
- TYPEWRITING
- BOOKKEEPING
- GENERAL CLERICAL
- BASIC BUSINESS
- OFFICE STANDARDS
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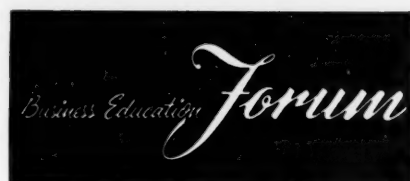
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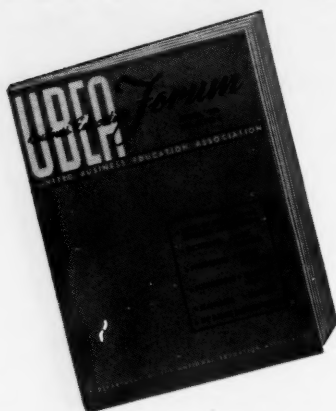
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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892, and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946. A Volume Index to the

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In This Issue

► The Feature Section (pages 5-17) in this issue of the FORUM presents many suggestions and techniques that will be welcomed by all readers who are engaged directly or indirectly in distributive education. The contributors are outstanding classroom teachers and personnel in state and federal departments of education.

► Evaluation, tricks-of-the-trade, tips on purchasing equipment, information on special conferences, and standards for beginning distributive education student-workers, are among the ideas shared by the contributors to the Services Section (pages 19-30). You will want to adapt these timely tips in your teaching

► The In Action Section (pages 31-35) is highlighted with pictures of your UBFA Executive Board (National Council for Business Education). This includes your national UBFA officers, presidents of the four UBFA divisions and five regional associations, and the representatives at large from the five UBFA regions. Announcements and reports of the affiliated and regional associations round out this section devoted to news events.

► The Future Business Leader (page 41) features an article contributed by the American Institute of Men's and Boys' Wear. Reprints of the page are available through the FORUM's Clip 'n Mail Service.

► As usual, the FORUM's advertisers provide a variety of materials for business teachers. Take advantage of their invitations to be of service through use of the Clip 'n Mail coupons on the wrapper of this issue. — H. P. G.

Editor: Distributive Occupations Forum
WARREN G. MEYER
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Minneapolis, Minnesota

Improving Instruction in Distributive Education

DURING THE SCORE OF YEARS since distributive education received congressional sanction the subject, "Content and Methods," has attracted considerable controversy in nearly all secondary school disciplines. Recent attacks on education, stimulated by the satellites, reached a peak in the attack on "Typewriting, Tapdancing, and Tomfoolery." Out of all the criticism, just and unjust, evolved an interest in curriculum and instruction that all the educational public relations personnel could not have purchased.

Although our iron in the fire is beginning to cool, there is still time to capitalize on the free educational publicity arising out of the controversy. Perhaps the reader will wish to examine the articles in the following forum for up-to-the-minute information on teaching distributive occupations subjects so that he may restock with fresh ideas for his personal publicity campaign.

Each contributor gives his concept of instructional methods as he believes they should be applied to one of the six phases of secondary school distributive educational content material: retailing, salesmanship, display, merchandise information, merchandising, and occupational relations. One of the contributors skillfully employs the Spilhaus technique (which we must acknowledge is very effective) and goes his antagonist one better with four brand-new "T's"—Teenagers, Teachers, Textbooks and Techniques.

Without doubt, much progress has been made in teaching distributive occupations subjects. One needs only to review the report of the first national conference on distributive education held at the Dunwoody Institute in Minneapolis in 1938 to appreciate the changes that have been made. Discussion of teaching methods is confined largely to the conference method of instruction. It appears that at that time the purpose of content was limited largely to preparation for rank-and-file level tasks.

Contrast the scope of the thinking of the Dunwoody Conference Pioneers with the FORUM contributors of this issue—one contributor lists 54 teaching methods. Note that salesmanship is placed in perspective as one of six major areas of content in secondary school distributive education.

Much of the progress in distributive education may be attributed to the system of close co-operation with business, which is an integral part of the program. Checks and balances in the form of advisory committees, plans of experiences, on-the-job trainers, and training agreements with merchants have brought about a very practical kind of preparation.

Lest we become too much enamored with our progress, it may be well to look at the opposite side of the coin. Any well-informed student of distributive education will readily admit that the field is almost barren of basic research on curriculum and instruction. Some realize that something needs to be done about this immediately. It becomes increasingly apparent that the content designed to prepare young people for specialized positions in large department stores is not equally suitable for premanagement instruction for small business operation. It is also evident that the emphasis on different methods of instruction should be geared to the different kinds of objectives.

The reader is encouraged to analyze the six articles that follow for contrasts and similarities of viewpoints. Also, it is interesting and worth while to pinpoint the harbingers of new trends in preparatory training for distributive occupations. Visual merchandising is assuming a more important place in the curriculum. Individual job study has tenaciously held to its rightful place in occupational preparation.—WARREN G. MEYER, *Issue Editor*.

THE *Forum*

Improving the Teaching of Retailing

Numerous techniques are available to the distributive education teacher

By G. HENRY RICHERT
U. S. Office of Education
Washington, D. C.

DISTRIBUTION has been receiving greater attention in recent years, and necessarily so. The demands of World War I and World War II increased the productive capacity of American industry tremendously. Therefore, distributive businesses in the United States are finding that they have to do a better job of distributing the products of American industry in our own domestic markets and to improve their practices in selling in foreign markets. Products from European countries and those from other lands are increasingly entering the American market. The coming European Common Market and other foreign economic developments will pose difficult problems for American distributors.

Business education in the United States has as a principal objective preparing young people for competency in the business occupations. This has required educators to recognize business changes and needs as they develop, and make curriculum adjustments.

Purposes of the Retailing Course

A course in Principles of Retailing and one in Principles of Salesmanship, as a part of the business curriculum, can lay the groundwork for the student interested in a career in distribution. In the course in retailing the student is given an orientation or over-all view of a distributive function that is important to nearly every other business activity. Through this course also he can gain an understanding of how sound principles of retailing are applied practically in his own community. Successful retailers may not always be able to state clearly what these principles are, but they nevertheless use them in the daily conduct of their business.

Students will find in retailing an opportunity to use knowledges and skills acquired in other areas of education. Skill in arithmetic, ability to speak and write well, ability to understand and get along with people, a knowledge of textiles and nontextiles, and information concerning the chemistry of foods—all of these are valuable to the student of retailing.

Every healthy and ambitious young person is looking for the opportunity, for the kind of work which will enable him to make full use of his talents, work that will be satisfying and that will bring with it a share of this world's goods and recognition for competency. We as teachers need not fall back on the Horatio Alger "Rags to Riches" theme of a generation ago to sell retailing to our students as a career in business. With a full knowl-

edge of the problems, requirements, and even limitations of retailing, we can say to young people that they can confidently make a career for themselves in this field or use it as a stepping stone.

Retailing affords young men and women many opportunities for developing and using their talents. Wherever these talents may lie—in the selling of goods, services and ideas; in the selecting and purchasing of merchandise; in the training and supervising of retail employees; the dramatizing of merchandise through words, pictures, or displays; in the recording and interpreting of statistics; or in some other skilled activity—retailing provides innumerable avenues for interesting and profitable careers. We, as teachers, have plenty of good arguments to use in selling retailing to students.

Selling "over the counter" in a retail store is an excellent way to acquire the basic knowledge and skills needed to sell in any field of business. We can point out to the student that selling ability is again commanding a premium in a buyer's market where the retail customer is "queen" and the purchasing agent in a business is "king." The successful seller, wholesale or retail, must know his customers, their buying motives, and the appeals to which they respond. He must know his goods, their qualities, and their usefulness to his customers.

What the Students Should Know About Retailing

In the early days of instruction in retailing in high schools it was considered adequate to teach the steps in the retail sale and to give some information concerning qualifications required of the retail salesperson. About the time of the passage of the George-Deen Act, the Personnel Group of the National Retail Merchants Association sent questionnaires to several hundred retail executives to find out what store people believed should be taught to high school students interested in retailing. The findings of this survey and the increasing experience of retailing teachers led to the belief that in a course in retailing students should not only learn about principles of retail salesmanship, but that they should be given an understanding of retail store operation as a whole. In addition they should be helped to acquire skills in store arithmetic and oral and written self expression. The increased enrollment of young men and career minded young women in retailing courses contributed to the expanded concept of retailing instruction, namely that the whole story of retail store operation should be told.

"To succeed in retailing, the student must understand how principles are applied practically to business situations."

Good advice to a person about to undertake a journey is, "if you want to go some place start from where you are." This is also good advice to the teacher of retailing. All students in his class have had experiences with retail stores in their own communities as customers, and some as part-time employees. They already have some knowledge of retail store operation. From this starting point the teacher gradually unfolds the complete story of retailing, its career possibilities, its dependence on customers, the need for good sales practices and good service, the importance of the merchandising function, the part window display and retail advertising play in sales promotion, the need for sound credit and collection and finance policies, and the increased emphasis on good employee selection and training.

Using the Community as a Laboratory

"All theory and no practice makes Jack a one-sided boy" is an adaptation of a saying that describes a student of retailing whose training is only theoretical. To succeed in retailing the student must understand how principles are applied practically to business situations. The use of problems and projects in high school teaching and the use of the case method in college are both intended to confront the student with situations in which he must find solutions in terms of the principles he has learned in the classroom.

In a course in retailing the teacher should select from the textbook or develop on his own problems and projects that progressively make clear to the student how in his own community successful retailers solve their problems. For example as he studies the subject of store location, layout and equipment, he should at the same time learn the pattern of location of different kinds of stores in his own city—department stores, specialty stores, and stores selling staple items such as food. He should find out why these locations have been chosen. His own public utility company will tell him much about store lighting problems and how to solve them. The student will understand better the principles of good merchandising if he knows why local merchants buy and feature certain brand lines, why they adopt price lines, what items are included in a basic stock list, and why the merchant buys from a wholesaler or direct from the manufacturer.

The principles of effective retail salesmanship are made clearer to the student if he observes closely the good and bad practices of store salespeople. Good and bad display windows are judged by a predetermined rating chart. Sales check systems give a clue to the accounting practices followed in the different stores.

The stores in his own community are the laboratory in which the student finds out how principles of retailing are applied practically. If he is enrolled in a distribu-

tive education co-operative part-time program he will be able to do this daily as he goes about his work. If he is a student in a semester course in retailing the teacher will help him locate the particular store situations that will make real to him the principles learned from the textbook and reference books and classroom discussion. Since retailing practices are quite uniform, if the student understands how stores operate in his own city he will have good grasp of retail store operation throughout the United States.

The survey of the Personnel Group of the National Retail Merchants Association referred to earlier in this article pointed out that retail store executives wanted young people entering their employment to be able to figure accurately, speak and write well, understand the principles of good salesmanship and customer relations, and possess a usable retailing vocabulary. To give his students these wanted and marketable skills the retailing teacher will, in addition to work in the classroom, need to do a good job of supplementary instruction for individual students. Recognizing the importance of these skills he will, through classroom drill and individual exercises, try to bring each student up to an acceptable level of performance. Understanding principles of retailing and how these are applied practically is a real accomplishment on the part of the student, but this is not enough. When he enters the employment of a retail store he should be able to do well the kind of things that will make him useful to his employer, and helpful to the store's customers. To know and be able to do these things will give him marketable skills that he should be able to "sell" to any employer.

One definition of an educated person is that even though he does not know all the answers he knows where to go for information when he needs it. One of the biggest contributions a retailing teacher can make to young people enrolled in his classes is to encourage them to become students of this field of business. They will be in a better competitive position as individuals and more likely to succeed if they know good sources of information and how to use them.

It is likely that many of the store owners in the community belong to trade associations organized for their special fields. Most such trade associations publish trade journals and issue other valuable publications which the retailing teacher can secure direct or borrow from the merchants. A good retailing reference library, even a small one, will serve as a supplementary source of information for the teacher and as an aid to students in preparing special reports. Films may be obtained in many states from the State University Film Library or from the Visual Aids Library of the State Department of Education.

Teenagers, Teachers, Textbooks, and Techniques in Teaching Salesmanship

By WILLIAM B. LOGAN
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SALESMANSHIP CLASSES need to be revitalized. Despite the progress made by business educators who want to up-grade the teaching of salesmanship, too many high school salesmanship classes are bound by tradition to the recitation era.

The fault of the recitation teaching method is not with the textbook. It is the manner in which the recitation is misused that makes it so deadening for high school students and so deficient in its vocational aspect.

In defense of the recitation method the teacher says, "The school principal gives me so many assignments that I have very little preparation time for my class work." "I prefer my bookkeeping class because there is only one answer in bookkeeping. Written or oral work in bookkeeping is more easily checked for correctness." "Much of the time I don't know what the author is describing in the salesmanship book because I have never worked in a store."

All of these statements indicate fear. Such teachers are afraid to try something new, or else they are afraid that they will demonstrate their ignorance of the subject in front of their students. They lack confidence. Study and organization of materials will give these teachers the confidence they need.

Salesmanship can be an interesting subject. It can be made challenging for students. It can be a means by which future consumers become more discerning buyers. Best of all, it can be a stepping stone for future merchants in the community or even a J. C. Penney or an F. W. Woolworth. The teacher sets the pace.

Making salesmanship an interesting course does not just happen—it requires work. The suggestions in this article are for new teachers who are preparing to teach or for experienced teachers who desire to revamp their salesmanship courses.

There are four significant elements of the high school salesmanship class. These elements must be considered in any plan for revitalizing it. The elements are the *teenager* student, the *teacher*, the *textbook*, and the *techniques* used. Let us look at each one separately.

Teenagers

What makes a teenager tick? What are his hopes, his ambitions? The salesmanship teachers should know teenagers as a group and the individuals within the

group if he wants to be a good teacher. He should know their backgrounds, their interests, their hopes. The more he knows about them, the better he will be as a teacher.

How can this knowledge of the teenager help the salesmanship teacher? Primarily it is needed because salesmanship involves more than a study of things and services that are sold and the techniques for selling things and services. H. A. Overstreet says that "Selling, to be a great art, must involve a genuine interest in the other person's needs. Otherwise it is only a subtle, civilized way of pointing a gun and forcing one into temporary surrender."¹

The first step in knowing others is to know yourself. Let us pretend; the student is the "customer"—the teacher is the "salesman." If the teacher is going to lead his students in studying their customers, then the teacher should study his "customers."

What should the salesmanship teacher know about the teenager? He should know that there are similarities and differences in teenagers. Some of the similarities are: They wish (a) for the new experiences, (b) for security, (c) for recognition, and (d) for response.

An example of their desire for new experiences is exemplified in the constant whirl in which teenagers are always involved. The "gang" spirit exemplifies their desire for security and teenagers vie for recognition through their clothes and other means. Some teenagers carry this desire for recognition too far. Any parent knows that the teenager has a strong desire for love, family affection, and personal friendship.

The real teacher can give his salesmanship class new life by taking advantage of his knowledge and understanding of the factors that motivate teenagers. The discerning teacher will also know how each student in his class fits into the pattern of the above similarities. The teacher will also know how the student fits into the pattern of differences among teenagers.

It has been said that the three important points of a person's personality consist of the conscious, the unconscious, and the conscience. The conscious part of the teenager's personality deals with the world about him. Actually, it is a relatively small part. The unconscious has the lion's share. The unconscious is submerged like

¹Whiting, Percy H. *The Five Great Rules of Selling*. New York: McGraw-Hill Book Company, Inc., 1947, p. 33.

an iceberg. All of our background experiences are a part of our unconscious. The conscience is the teenager's policeman. All of these are guideposts which point the way for the teacher to do effective teaching with the teenager.

Teachers

The teacher is the most important factor in the teaching and learning situation. This importance cannot be overestimated. It is highly doubtful if any educator will disagree with this statement. The teacher determines to a great extent the student's learning activities, the interest which a student has in his work, and the effectiveness of his application.

But, our premise states that teaching in the salesmanship class has reached a low point. If so, then we should do something about the situation.

The alert teacher utilizes many types of methods in teaching. He applies the method properly to the topic to be taught. He establishes definite and realistic objectives. He plans the instructional procedures in keeping with time and place. The teacher presents the material to be covered. He gives ample opportunities for questions and answers. He makes assignments to help the student amplify his understanding.

The alert teacher's class is well organized and the equipment and material are available and in good condition. The teacher has great power. He can create whatever situation he wants to create in his classroom.

Textbooks

Webster defines the textbook as "any manual of instruction; a book containing a presentation of the principles of a subject, used as a basis for instruction."

There are "leftists" and "rightists" among teachers in regard to the use of the textbook. The "leftist" does not use a textbook. Instead, he uses his own ideas, or an outline prepared for the course by his supervisors. Either may be good, but usually is a hit-or-miss proposition. The "rightists" are those who are slaves to the textbook. Each assignment must be worked indiscriminately. The average quota of pages covered must be adhered to regardless of the relative difficulty of a particular unit.

The discerning teacher is on safe ground. He recognizes that the textbook gives the teenager security which he needs. But, that same teacher recognizes the love of adventure manifested by the teenager. Therefore, this teacher applies his imagination by amplifying the author's suggestion.

Techniques

The *Shorter Oxford Dictionary* defines teaching as showing "by way of information or instruction." The same source defines technique as the "Manner of artistic

execution or performance in relation to formal or practical details; the mechanical or formal part of an art."

There is much to be learned in salesmanship. Salesmanship includes a considerable amount of information to be studied. Also, there are some skills to be perfected. The student of salesmanship must study this information in relation to the needs, wants and interests of people.

Eighteen of the most applicable and possibly the most effective and rewarding techniques which can be used in the salesmanship class are:

1. Visual Aids. Chalkboard, flannel board, posters, charts, diagrams, hand out materials, films and film strips may be used. Newest and growing in popularity is the flannel board, which has many varied possibilities for use in teaching salesmanship.

2. Role Playing. Everyone basically wants to be an actor. This technique provides the stage and the situation. Instead of the usual "demonstration sale" ask one student to "teach" another person about a particular kind of merchandise. Limited time: 5 minutes. Have the "learner" repeat what was said. This approach is much more rewarding than the "demonstration sale" method.

3. Speaking. Assignments for short talks by students help them in overcoming stage fright. Also, the student receives the experience of organizing certain subject matter.

4. Contests. This activity brings out the individual desire for recognition. When the contest involves group participation the team spirit is manifested.

5. Circular Discussion. Limit size of the group and seat the group in a circle. Assign a specific topic or question. Limit statements to one minute for each person around the circle (no one speaks out of turn). A person may state an idea, comment on a previous answer, pass, or ask that his minute be spent in silence. Keep a record of suggestions. Try this one on a subject such as the value of trading stamps to a store.

6. Debates. Develops team spirit and individual leadership qualities. Suggested debate: *Resolved*, It is better to start at the highest priced article and trade down.

7. Brainstorming. This is a good technique for getting ideas on new products, new ventures or simply to get out of a rut. Here are its essential characteristics.

- a. The time is limited
- b. Quantity of ideas count—not quality
- c. No critical judgment is permitted
- d. All ideas are accepted
- e. It is built on suggestions of group members.

8. Surveys. Make a pedestrian traffic count at a street intersection in your community or at two intersections for comparative purposes. Information such as this is secured by organizations before selecting a site for a

store. Another survey might be conducted in a residential area to determine brand preferences.

9. Discussion. Divide class into small groups of six each. Assign topics to each group which selects its own leader to control discussion. All participate in the discussion. Limit the time in the group discussions. This technique is good for making plans for a style show, field trip, or to acquaint the group with new information.

10. Preparing Exhibits. Teenagers like to make things. Give them this opportunity in the salesmanship class. Let them prepare a bulletin board, build miniature window displays, or make models.

11. Panels. Use members of the class or outside people to serve as panelists to present new or factual information in an informal manner.

12. Speakers. Invite local retailers to your class. It will be good for them and stimulating for your students. Be certain to prepare your students for the visit. They should have specific questions to ask.

13. Studying. Assignments for study should include a variety of materials in addition to the textbook. But,

do not neglect the textbook; it has been planned for your use. It contains the principles of salesmanship. You add the details.

14. Viewing. Provide, to a limited degree, some movies and slides. Movies and slides provide variety in the classroom routine and can often tell a complete story in a short time.

15. Field Trips. One field trip each year should be a must. Visit a store or a manufacturing plant. See the complete operation.

16. Recording. Ask the dramatics teacher to record the voices of your students. Play them back. Invite the dramatics teacher to discuss voice improvement. It is needed so much in selling.

17. Reporting. Reports may be written, oral or visual. Give salesmanship students the experience of collecting information about merchandise and compiling it into a form for presentation to you and the class.

18. Individual Problem Solving. Provide some activities involving just plain arithmetic, which teenagers need to do a lot of.

Psychological Bases for Improving Instruction In the Merchandising Units

By ROMAN F. WARMKE
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NOT ALL FACETS of improving merchandising instruction can be discussed in a short article. The purposes of this article are (a) to explain what is meant by merchandising, (b) to present some learning principles to serve as guides to improving merchandising instruction, (c) to explore possible effective teaching methods, and (d) to relate several teaching methods of student-centered teaching.

Merchandising is a subfunction of marketing. It is strategic action designed to make distribution economically effective. Examples of merchandising units are market analysis, inventory control, pricing, buying, market management, financing, planning, and motivations research.

Sometimes merchandising is offered as a separate course; other times, merchandising units are incorporated into existing courses. Because curriculum arrangements vary considerably, no precise merchandising outline is presented here. In any case, merchandising units are decision-making units. The challenge of merchandising is to make distribution more effective; the chal-

lenge of teaching merchandising is to help future and present merchandisers to be more effective decision makers.

Teaching effectiveness can be improved by applying learning principles to specific merchandising problems. Before making specific application of the principles, however, it is well to examine briefly some specific learning "guides."

Teaching students how to make decisions is not easy. It is helpful to remember that the learner sees his behavior as logical. At the time of the action, the learner conceives the selected behavior as the most enhancing or least threatening. The following "guides" are based upon the enhancement concept:

1. Threatening a student seldom produces the desired behavioral change. Under threat, the student might do what the instructor asks. But the student will usually revert to his former behavior as soon as the threat disappears. For example, if an instructor threatens to fail a student, the student will probably study to avoid the

failing mark. Once the grading has been completed, the student will probably forget what he "learned."

2. The learner's responses are consistent with the way he sees himself. For example, a student delights in giving ridiculous responses. He might see himself as the classroom clown. If the instructor twists the ridiculous answers into correct answers, the clown enhancement often is replaced by the more permanent and more satisfying enhancement of being a respected, efficient, and conscientious learner.

3. No learning takes place unless the learner has a goal. For example, most educators agree that few high school students have the maturity needed to establish permanent occupational goals. Tentative career objectives will, however, provide emotional involvement and make the study of merchandising more meaningful. The statement, "any goal is better than no goal at all," has more than a grain of truth in it.

4. When possible, merchandising students should gain on-the-job business experiences. The experiences are helpful, but they do not provide a learning panacea. Usually the student will not be able to obtain a position precisely similar to his career objective. The business experiences do, however, help to make the classroom study more meaningful. Many distributive educators regard the use of on-the-job experiences as a method of teaching—like using visual materials or any other teaching method. When used effectively, on-the-job experiences provide a particularly potent teaching method.

5. Learning does not take place unless the instructor provides a permissive atmosphere for learning. Permissive atmosphere is achieved (a) when threat is minimized, and (b) when exploration of available materials and resources results in maximum enhancement.

6. The learner gives his own meaning and reality to objects. Consequently, the merchandising instructor must use examples consistent with the learner's background. The instructor must start with basic understandings before he can help the learner build and expand decision-making abilities.

7. If the learner is too often threatened, he will expend much of his energies defending his behavior rather than achieving desired behavioral changes. When a reprimand is necessary, it is often helpful to use a "criticism sandwich." Sandwich the negative comments between positive compliments.

8. Motivation merely sets goals and produces behavior. The behavior may become learning if it produces behavioral change. The statement, "A teacher must be half ham," is only partially correct. If the instructor only entertains or motivates, he receives his pay for the wrong professional services.

9. Once a goal is set, it must be satisfied to insure learning. Achieving goal satisfaction is especially diffi-

cult in teaching merchandising. It is so easy to worm out of the decision-making characteristics of merchandising by saying, "It all depends upon the situation." Merchandising instructors must resist such temptations.

10. Learning by doing refers to more than learning by muscular activity. Latent involvement is often stronger and more emotional than overt involvement. One can, for example, become intensely emotionally involved while quietly sitting and thinking. Consequently, the degree of overt activity is not, necessarily, an accurate criterion of the learning going on.

The merchandising instructor can easily fall into the rut of telling his students what is important to know about merchandising. If the main objective is to impart information, the lecture method is, of course, appropriate.

The lecture should be used with caution; many high school students do not have the attention span required for a highly pitched information-giving lecture. Some educators say the lecture method resembles a sponge: the students soak up the information, squeeze it back on an examination, and are left dry. Other educators say the lecture method more nearly resembles a blotter: students soak up the information and give it back on an examination backwards. Lectures certainly can be used effectively, but should be used only when appropriate.

If the "guides" are to work, certainly the learner must become emotionally involved. Not all learners respond similarly. Consequently, the effective merchandising instructor uses a multiplicity of methods and techniques.

Although other methods and techniques might be added, the following list represents a start:

- | | |
|--------------------------|-------------------------------------|
| 1. visual materials | 22. demonstrations by leader |
| 2. pamphlets | 23. exchange teachers |
| 3. field trips | 24. experiments |
| 4. reference books | 25. individual counsel |
| 5. trade publications | 26. individual supervised study |
| 6. speakers | 27. interview to gather information |
| 7. display materials | 28. job analysis |
| 8. dummy merchandise | 29. lectures |
| 9. deca poles | 30. manuals |
| 10. peg boards | 31. notebooks |
| 11. exhibits | 32. panel discussions |
| 12. discussions | 33. practice drill |
| 13. case problems | 34. symposium |
| 14. flannel boards | 35. reports to the group |
| 15. sales demonstrations | 36. reference reading |
| 16. charts | 37. research |
| 17. blackboards | 38. role playing |
| 18. commercial materials | 39. shopping reports |
| 19. committee work | |
| 20. conference leading | |
| 21. debates | |

- | | |
|-----------------|--------------------------------|
| 40. skits | 48. bulletin boards |
| 41. style shows | 49. contests |
| 42. surveys | 50. ratings of work experience |
| 43. textbooks | 51. gimmicks |
| 44. films | 52. brainstorming |
| 45. workbooks | 53. business experiences |
| 46. tests | 54. observations |
| 47. cartoons | |

If an instructor has found that he is getting into a rut, favoring a particular instructional method, it might be well for him to experiment with other methods. The preceding list can be expanded as the need arises.

Student-Centered Teaching

Much has been written about teacher-centered teaching versus student-centered teaching. In fact, these terms often have charged meanings.

Research on student-centered teaching has, however, shown that decision making is best taught by involving students in problem-solving situations. Behavioral change is more likely if the learner has a part in making decisions.

Creating effective problem-solving situations is not easy. There are no cookbook recipes to achieve maximum teaching efficiency, but the following possibilities provide a start:

1. Use case problems. Usually merchandising problems experienced by class members are more apropos than cases drawn from other sources. The instructor should

help students to select cases which create emotional involvement and which the class members can apply personally.

2. Use small group discussions. Select a controversial merchandising question. Divide the total group into subgroups of about four or five persons. The smaller groups allow discussion opportunities for the more reticent students. The discussion fosters emotional involvement. The emotional involvement enhances learning. The subgroups' tentative solutions might be presented by panels or other methods to the total class for evaluation.

3. Use personalized visual materials. Emotional involvement can be achieved readily by illustrative material which features activities of class members. The visual materials can either be photographic or merely descriptive.

4. Use brainstorming. Adolescents have creative minds. The brainstorming technique has almost unlimited possibilities. A word of caution: Do not eliminate the evaluation phase of brainstorming.

Each instructor will achieve emotional involvement differently. Add some of your own techniques based upon the "guides."

Merchandising concepts are judgmental concepts. To teach merchandising effectively, the instructor must gear his instruction to helping the learner improve his decision-making abilities. The learner selects the most enhancing or least threatening behavior. Teaching effectiveness can be improved by applying learning principles to specific merchandising problems.

Improving Instruction in Visual Merchandising

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TEACHING DISPLAY (visual merchandising) can be fun, interesting, and in many ways rewarding for teachers as well as students. Essentially, visual merchandising involves expressions of creativity. Therein lies the fascination of display activity. The integrated treatment given to merchandise, materials, ideas, and the various principles of art provides creative experiences for distributive education students. Properly motivated, they are able to borrow freely from their fund of knowledges in salesmanship and art to create a presentation which has as its purpose visual communication with customers.

For our students, visual merchandising, spotlighted and dramatized by effective teaching, becomes an interesting and challenging experience. They discover that

visual merchandising is a significant method utilized in the distribution of goods and services.

Teaching display is most rewarding, particularly when students are able to apply display skills and knowledges on the job. It is easy to see that salespeople use visual merchandising techniques while engaged in personal selling. Selling can be done from counter displays, packaged merchandise displays, and self-service stations. It is also done by showing customers merchandise in use. Many customers buy because of the visual appeals created through proper treatment of merchandise at the point of purchase.

In smaller stores, students are usually given some responsibility for both window and interior display arrangements. As a matter of fact, the agreement with

employers of co-operative part-time students should include experiences in this area.

In the classroom, merchandise display activity serves to identify the distributive education instructional program. There is every reason to believe that display is an activity which helps to bring understanding to the various distributive education patrons in the school and business community.

Serious thought should be given to the ultimate knowledges and skills needed by graduates of the distributive education program. If we believe that we are preparing young people for careers in the field of distribution, then visual merchandising becomes a significant area of instruction. It represents one fundamental base in the preparatory stages of career development.

Visual Merchandising Defined

Within this brief frame of reference, then, visual merchandising becomes one of the basic areas of instruction in a sound distributive education program. In its breadth, visual merchandising functions in every retail operation. It is also an important marketing tool.

Visual merchandising is the process of applying techniques of art arrangement to a presentation of merchandise which will appeal through the sense of sight for the purpose of selling merchandise. Within the scope of this definition, a series of instructional topics can be developed. In establishing what should be taught, credence should be given to these basic premises:

1. Display knowledge and skill is an aid to selling and stockkeeping.
2. A career objective in distribution calls for the use of visual merchandising techniques in varying degrees.
3. Distributive education students, while on the job, will encounter experiences requiring display abilities.

What To Teach

At the outset, before consideration is given to instructional helps, a critical review should be made of the nature of the present offering. Perhaps, visual merchandising has not received adequate attention. Certainly, there is a time when every unit should be set on a scale of values to determine the extent of enrichment needed for effective teaching.

In determining the specific topics for a unit on visual merchandising, an analysis should be made of the various jobs held by distributive education students to determine the immediate needs, the career objectives currently held, and the opportunities in full-time display work. Properly handled, a survey of this kind can be revealing. A faithful reporting of students' needs in the area of visual merchandising can result in a lengthy list of possible topics. A sifting out process will separate those topics which should be taught on a group basis and those which might well be taught on an individual

basis. Depending upon the size of the community and other local conditions, the range of the instructional pattern can then be accurately magnified.

Teaching guides in the area of visual merchandising are available. Properly used and understood, they are helpful. A teaching guide is available from the Distributive Education Service, State Department of Education, Richmond 16, Virginia, at a cost of \$.50. Titled *Visual Merchandising*, it is divided into three units: Display Principles and Techniques, Interior Display, and Window Display.

When To Teach

The same as distribution gives time and place utility to goods and services, there is "time and place utility" in an instructional program. Obviously, there are units other than display which will have priority at the beginning of the instructional program.

When there is a school retail laboratory, it would seem most appropriate to introduce display as soon as possible, perhaps on a one-day-a-week basis. Early treatment would give students an opportunity to practice display arrangements throughout the school year.

The usual timing for a unit on display, however, is prior to the major selling seasons—Christmas and Easter. These are the times when added emphasis is given by merchants to displays and at a time when an interested audience at school will enjoy seasonal displays prepared by distributive education students.

Suggestions for Improving Instruction

The following suggestions represent a mere glimpse into a variety of possible methods and activities. Each should be examined thoughtfully because it is not the intent to imply that every suggestion should be used in order to treat visual merchandising properly.

Introduction. The foundation for display may be initiated by an actual display arrangement. Using a simple problem, probably a counter display, a series of steps can be determined and announced as the teacher-co-ordinator arranges the display. Using the same material, two or three students may be asked to work out a similar display. A discussion of processes will result in a listing of elementary criteria.

Interior Display. Since nearly every student receives preparation in a situation where displays of merchandise at the point of purchase are prevalent, it is logical to begin where students may apply display knowledge on their jobs. Several individual assignments can be introduced, such as analyzing the effectiveness of interior display policies and practices, requirements for displaying merchandise (hardlines, softlines, self-service, grocery, and the like), how to use displays as a help in the selling process, display principles applied to stocking merchandise, and identifying impulse item displays.

"... principles for displays, both for interior displays and window displays, are composed of the same factors."

A new filmstrip is being prepared by the Point-of-Purchase Advertising Institute, Inc., 11 West 42nd Street, New York 36, New York, on the value and importance of point-of-purchase displays. Still in the production stage at this writing, it replaces their former visual aid "Sales Catchers." Write for complete information on this free loan filmstrip.

It is believed that principles for displays, both for interior displays (shadow boxes, cases) and window displays, are composed of the same factors. Therefore, display principles can be introduced which are in themselves indistinguishable as being applied wholly to either interior or window display.

These basic principles are (a) plan the display, (b) select merchandise critically, (c) arrange elements in units, (d) apply design principles, (e) use good color combinations, (f) keep display well lighted, (g) maintain cleanliness, and (h) use selling message.

Showcard Lettering. Showcard lettering, a natural adjunct to visual merchandising, may be taught on a group basis if time permits. If lettering is taught, it should be carried out early in the unit, or even before the unit on visual merchandising is begun. This will give adept students an opportunity to refine the lettering skill so that they may prepare showcards for classroom use and possibly use the skill on the job. Small stores, particularly in smaller communities, may well appreciate this ability among the student workers.

Most popular lettering devices include the speedball pen and coit pen. A lettering teaching guide may be obtained free of charge from the Bridgeport Pen Company, 237 John Street, Bridgeport, Connecticut.

Showcard Layout and Copy. Further lettering exercises should center around actual layout problems. Layout can be illustrated by showcards used in local stores.

Writing copy for showcards represents an intuitive skill based on knowledge of merchandise and what appeals can be directed toward potential customers. Exercises in copy writing become meaningful if actual merchandise is used. From an item of merchandise displayed, and some facts about it, students can prepare showcard copy requirements for both interior and window displays.

Window Display Procedures. Before students begin to plan and execute displays in the classroom, a series of preparatory activities should be initiated. A common approach is to evaluate local store windows. Perhaps the best evaluation device is the rating sheet used by the Distributive Education Clubs of America for its window display judging contest. Evaluation of windows can be done individually or as a group. The group method is particularly effective because then the co-ordinator can point out various features in each display.

Following a discussion of local display practices, a filmstrip can be shown to illustrate how a display is actually arranged in a window. Such a filmstrip is available from the Audio-Visual Department, University of Minnesota, Minneapolis 14, Minnesota, at a cost of \$10. This filmstrip, "Window Display Procedures," presents a step-by-step account of how one type of window was installed. The script (on tape) emphasizes general display principles and specific information regarding the window in question.

Design. Display arrangement requires an understanding of design elements and principles. An introduction to design can be accomplished by administering the Graves Design Judging Test published by the Psychological Corporation, 522 Fifth Avenue, New York 18, New York. The test booklet serves as a source to discuss design principles. Refer to Graves, *The Art of Color and Design*, McGraw-Hill Book Company, Inc., 1951, in which some test items are discussed.

Another teaching method would be to cut out various shapes from showcard board and present a flannel board demonstration illustrating the various design principles.

To make direct application, show photographs of displays (usually obtainable from local display manager or store manager) which demonstrate design principles. To identify arrangement and principles clearly, use a transparent plastic covering over the photograph and mark with India ink or a grease pencil indicating a certain design principle or merchandise arrangement. Photographs treated in this manner make interesting bulletin board exhibits.

Color. Color should be regarded as an element of design to which the principles of design are applied. However, since color is very important to display work and store activity generally, it is necessary to give color added emphasis.

The color wheel is a good base from which color understanding is achieved. Applications of knowledges gained from the color wheel can be illustrated by the co-ordinator or, perhaps, the art teacher.

Special reading assignments are helpful for this topic. One source of material is the National Paint, Varnish and Lacquer Association, 1500 Rhode Island Avenue, N.W., Washington 5, D. C. Booklets on color can be requested and a color wheel chart purchased for \$1.25.

Window Display. All classroom displays should be initiated with a display plan. A plan would include a list of merchandise, props and working materials needed for the display. A rough sketch of the proposed layout and showcard copy is necessary. It is educationally sound to require students to plan their displays rather than to permit them to work on displays on a trial and error basis.

"The motive or reason for an assignment for individual study must be clear to the student."

The problem of securing props for classroom displays can be minimized by making a list of easy-to-prepare, easy-to-secure props before display activities begin. A little brainstorming by the class will result in many suggestions.

If possible, each student should prepare his own display. If there are space limitations, then groups must work together or schedule installation of displays over a period of time. Practically every school has some type of display area which can be used if there is no space in the distributive education room. Even a ticket booth can be used.

A highly successful activity from the standpoint of valuable learning experience and public relations is to arrange with local merchants to have students prepare displays in their windows. This activity is especially effective in smaller communities.

Display as a Career. If there are former distributive education students in the community who are engaged in

display work, invite one to visit the class to give an account of his work, and, perhaps demonstrate some display techniques he uses in his place of employment. If such former students are not available, an interview schedule might be set up with local display personnel with whom interested students may visit.

The Display Department. In larger cities, there is an opportunity for distributive education students to visit display departments. Results of a field trip of this kind include understandings of why displays must be planned, production or procurement of props, co-ordinated activities within the display department and with the advertising department, selection of merchandise and display themes, and others.

These are but a few examples of ways to enrich the teaching of visual merchandising. Visual merchandising leads naturally into other units and various applications can be made in advertising, fashion, product information, store management, and salesmanship.

Improving Instruction in Individual Job Study

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INDIVIDUAL JOB STUDY challenges distributive education students to learn facts related to their occupational goals. They are motivated and guided in learning activities that enable them to see for themselves the reasons for individual job study. Thus they recognize the values of completing assignments in order to achieve their goals.

Distributive education teacher-co-ordinators have the great responsibility of co-ordinating classroom instruction with each student's on-the-job experiences in his training station. Suppose a student is preparing for a career in retail food distribution and is employed a minimum of 15 hours a week at Brown's Supermarket. Within the first 10 days, this student will be learning and working in the produce department and will need a basic understanding of the handling and preparation of vegetables.

Sample Assignment

Following is a sample assignment for this individual student:

Subject: The Handling and Preparation of Vegetables

Aim: To develop an appreciation for the proper handling of vegetables.

Introductory Information: Housewives shop more for fresh fruits and vegetables than for any other single kind of food.

Through the efforts of various groups such as the Homemakers Bureau, people are becoming more and more conscious of the importance of these items in their daily diet. Since freshness is a prime requirement, people buy fruits and vegetables frequently.

The importance of the fruit and vegetable department is quickly evident. Stores that recognize this fact and provide their customers with a constantly dependable selection of first-quality, garden-fresh product almost invariably enjoy a good volume of business throughout the entire store.

Reference: A Training Course in Product Merchandising, Super Market Publishing Co., Inc., p. 21-23.

Study Questions and Projects:

1. Name six important points to remember when receiving and storing green, leafy, single-plant vegetables.
2. a. What type of refrigeration is necessary?
b. Why?
3. What is the ideal temperature for storing green, leafy, single-plant vegetables?
4. a. Should green, leafy vegetables be returned to the refrigerator after being on display?
b. Why?
5. a. What necessary facilities are recommended for preparing produce for display?
b. Where should such facilities be located?
6. Why should produce be handled gently?
7. Even though bags of potatoes are heavy, why should they not be dragged over the floor?

8. What are the three essentials of an eye-appealing display?
9. Why should each display be checked every morning?
10. What five factors affect the rate of spoilage of produce?
11. List the five groups of vegetables, giving examples of each.
12. How could you improve the handling of produce in your own store in order to prevent damage to it?

Criteria for Individual Assignments

The aim of the assignment must be specific: (a) the teacher must know *where* the student is going, (b) the teacher must know *how* the student is going, (c) the teacher must know *what* the student needs, and (d) the teacher must know *when* the student reaches his objectives.

The motive or reason for an assignment for individual study must be clear to the student. The assignment must be tied in with a live job and the content must be useful to the student.

Assignments are used in individual job study to give instruction, or to present pertinent problems and projects to the student that are directly related to his work on the job *now*. An assignment is formally designed by the teacher-co-ordinator to present new or related information to help a student become efficient on his job as soon as possible. Information is "sought out" by the student through question-and-answer procedure, project development, solving problems, and research activities.

A standard format is advisable for assignment sheets used in individual study. The "subject" of an assignment is the name of a topic of information. The "aim" or purpose of an assignment is a brief statement of what the student may expect to gain from completing the assignment.

How To Prepare and Use Individual Assignments

The four-step method of instruction is helpful in preparing assignment sheets and makes teaching more effective and learning more meaningful.

1. *Prepare* the individual student for receiving the new material by presenting full details in the portion of the assignment sheet designated as "introductory information." This helps relieve tension and interests the student in learning.

2. *Present* new information through items listed under "references." The student "helps himself learn" by reading and studying the material designated.

3. *Apply* the material involved. The student should answer the questions, work the problems, develop the projects, and otherwise apply what has been planned under "questions and projects."

The first question should be one that can be quickly and easily answered in order to give the student an in-

centive to complete the assignment. Answers to the questions usually should be in the student's own words. Much learning results from the application of materials learned through projects related to the student's job. From a vocational standpoint, probably the most important aspects of the assignment is that this phase always relates individual instruction to on-the-job experiences.

As the assignments are completed, the teacher-co-ordinator may check them with each student, or have him turn them in for checking and inspection. In order to help the teacher-co-ordinator quickly and accurately grade the student's work, it is highly desirable that teachers' answer books be available. If time will permit, the best technique is to check the assignment with the student as soon as it is finished. It will be necessary for the teacher-co-ordinator to work individually with students who have difficulty in satisfactorily completing assignments. It should be remembered that individual job study must never be considered busy work—it should be directly related to the work being done on the job as a part of educational experiences.

4. *Test* the progress of individual students occasionally, especially near grading periods or the completion of a unit of study. This is done by giving questions from assignments covered. Questions that begin with why, what, when, where, who, and how are best. However, no meaningful learning can take place unless the student actually applies on the job what he has learned from studying the assignment.

Constructing Individual Assignments

Since there are many fields of distribution for which no individual assignments have yet been developed, the construction of individual assignments should be a major activity of the teacher-co-ordinator. Through visits with employers, he first determines the areas of individual instruction that need emphasis with specific students, and then begins to plan the needed individual assignments. This requires continuous locating, filing, and compiling of specific trade information that is available from retailers, wholesalers, manufacturers, trade associations, chambers of commerce, governmental agencies, trade journals and other periodicals, as well as textbooks. If this practice is carefully maintained, the teacher-co-ordinator will either have the needed reference material at hand, or know how and where to locate it quickly.

Much emphasis should be placed on the teacher-co-ordinator's accumulating related reference materials from all fields of distribution, so that he may have them when he needs to compile valid, authoritative individual assignments. The challenge is to find out exactly what instruction is needed by the students for efficient performance on their jobs, and then either locate assignments

"Research dictates that the informed teacher needs to spend much more time and effort in the job adjustment field."

that fulfill this need, or formulate new ones. Discrimination in the selection of information to be presented is important; otherwise the students may waste time acquiring information of little or no value to them on their jobs.

Knowledge is primarily acquired through the senses, but gradually our sense impressions are replaced by words, that is, symbols. . . . The richer the experience, the richer is the meaning of the word. . . . There is danger of teaching becoming little more than verbalism.¹

No longer, in Distributive Education, is the good lesson regarded as one in which the teacher is working hard, expounding and illustrating and the class listening attentively. The whole trend of modern vocational teaching is to devise activities for the student from which he can himself derive new ideas, new knowledge, new attitudes, or new skills.²

The individual job-study method places the co-operative part-time distributive education student in a situation calling for the acquisition of *new* knowledge, skills, and attitudes. The student is often faced with difficulties where the teacher's and the training sponsor's help is sought and welcomed. This is a condition far different from that in which the teacher thrusts his knowledge unsought, and often unvalued, on the student. A teach-

er's help should not consist of merely *giving* the student the desired information. A better method is to use the individual job-study guide, indicating where the student may get the information and make him responsible for getting it.

An objection sometimes made to this method of teaching is that the students do all the work, but in fact, it calls for much more intelligent thought, more planning, and more effort from the teacher than does the mere exposition, or explanation of the facts.³

The use of the assignment method in individual job study allows the student, under the teacher's direction, to answer questions, solve problems, and carry out projects. He does so, as far as he can, through his own activity, and his own investigations, working alone or in co-operation with a group of fellow students who are studying in a related field. By the individual job study method students can become equipped with the power to make adequate, practical judgments concerning daily work situations with which they are confronted. What method is as efficient in preparing co-operative part-time distributive education students for their specific occupations, when perhaps 10 or 15 diversified fields of distribution are represented in one class?

¹Williams, S. A., and Harrison, A. S. *Principles of Teaching for the Distributive Trades*. New York: Pitman Publishing Corporation, 1947, p. 15.

²*Ibid.*, p. 20.

³*Ibid.*, p. 20-21.

Improving Instruction in Vocational Occupational Relations

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"TODAY'S MANAGER is a man whose task is completely saturated with human relations." These are the words of General Electric's Ralph Cordiner, and serve to highlight the necessity of learning to work effectively with others in today's commercial and industrial complex.

Let us recognize a difference between "working effectively with others" and the shop-worn cliché about "getting along with the boss." Critics of human relations teaching have held that if we put so much emphasis on "getting along with others," we will produce an individual who worries not about doing his job, but concentrates instead on "buttering up" the boss. They may be right. Certainly we do not want to do any teaching which will stifle the individual initiative and drive that

is needed in dynamic distribution. Nor is there ever any substitute for doing a good job. However, the facts are that the progress of an individual within a firm is inexorably tied to his effectiveness in three areas of human relations skills.

Job Adjustment

First he must learn to work effectively with his supervisor. This involves much more than just doing the work and being friendly. It implies judicious use of the employer's time, materials and equipment. It includes proper respect for supervisors, good judgment in discussing company information, what is done and said when orders are given, and a host of other responsibilities. A number of surveys have indicated that up to 90

percent of the persons who lose their jobs do so because of inability to learn to work effectively with others. Training which will help a student develop a satisfactory working relationship with his supervisor is a must.

Second, a student-worker must learn to work effectively with his co-workers—those who are neither above nor below him in his organization. Many a promising young worker has received a severe career set-back because an older co-worker has seen fit to "put him in his place." What a young worker does and says when things go wrong for him, when he wants something accomplished, and when he seeks recognition all have a bearing on whether his co-workers will help him up the ladder of success or pull him down.

Third, as the young worker progresses and acquires supervisory responsibilities, he must learn to deal with those under him in a way that benefits the firm, the workers, and himself. Usually the biggest single jump a person takes in his career is from doing his own job well to getting others to do their job well. Basic training in supervisory techniques is a must for distributive job success. What could be more vocational than the three areas of effective human relations just described?

Planning Occupational Advancement

Learning how to master a job is another vital segment of occupational relations. An apprentice in distribution who expects to move upward will be faced with the necessity of learning as many as a dozen different jobs. It is vitally important that he learn his first job thoroughly, of course. However, it is just as important that he also understands *how* he learned the job. With this knowledge he will have no difficulty in mastering the future jobs with which he will be confronted. Techniques of systematic job study are necessary for job progress.

Also important for job progress is the ability to carve out a plan for advancement within his chosen occupation. Promotions frequently are made from among a group of people of seemingly comparable ability. From this group, the young worker who has planned his job progress will probably be chosen. This young worker has set some goals; he knows through what channels these goals can be reached and systematically acquires the preparation and experience needed to reach those goals. He understands his strong points and his limitations. Vocational occupational relations demands that we teach student-workers to calculate their job progress.

Socio-Economic Understandings

Our employed labor force today earns larger pay checks than ever before in history. Yet out of these pay checks come larger deductions for income tax, for social security, union dues, and insurance. Certainly, the intelligent employee will want to know the why's and how's

of these deductions. Failure to supply this information is to neglect necessary occupational training.

With the remainder of the check the worker faces decisions about an unequalled array of goods and services. Experience has shown that difficulties in money management at home frequently are reflected in problems on the job. Training in how to handle that pay check is necessary for good job performance.

An increasing number of retail and wholesale unions is also part of the occupational picture. The well-informed distributive worker must understand the purposes, responsibilities, and implications of union membership.

Are the preceding socio-economic areas of instruction *vocational* distributive education? The importance of knowledge in these areas to a young worker has already been emphasized. However, secondary school time pressures make it necessary that all related training be placed in its proper perspective.

Teaching Occupational Relations

Instructional materials in the socio-economic field are plentiful and an insecure teacher may be tempted to spend too much time teaching socio-economic understandings which require less effort than job adjustment and occupational planning. Also, local curriculum arrangements sometimes necessitate co-ordinating this instruction with the social studies department.

Research dictates that the informed teacher needs to spend much more time and effort in the job adjustment field. If we wish our distributive education graduates to stand out, then they must be well grounded in these skills. Good teaching materials on job adjustment are not easy to find. Student progress in this area is not as rapid or as clearly defined. However, progress is being made in developing teaching aids for this vital instruction.

Finally, in all areas of occupational relations, instruction must be vocational. This means that the learning is closely integrated with job situations and that students get to observe and practice their learning on the job and report back the results. It means the well-planned use of up-to-date teaching methods including the latest visual materials, small group sessions, interviews, role playing, and many other activities, some of which are still in the heads of ingenious co-ordinators. It means that teachers and co-ordinators must be constantly alert to research and occupational changes.

Occupational relations is probably the least clearly defined area of distributive education. Great opportunities for research and development of materials still exist. Though opportunity always seems to come disguised as hard work, much will be done in this field within the next few years.

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Gregg Award Committee Announced

Nominations for the John Robert Gregg Award are now being received by the Award Administrative Committee for 1959. Leslie J. Whale, Detroit City Schools, Detroit, Michigan, is chairman of the committee. Other members of the committee are William M. Polishook, Temple University, Philadelphia; Dorothy L. Travis, Central High School and University of North Dakota, Grand Forks; Milo Kirkpatrick, King's Business College, Charlotte, North Carolina; Doris H. Crank, DeKalb Junior High School, DeKalb, Illinois; and F. Kendrick Bangs, University of Colorado, Boulder.

The John Robert Gregg Award was established in 1953 "in order to stimulate, encourage, and reward outstanding contributions to the advancement of business education," and nominations may be made by any individual interested or engaged in business education. The recipient of the 1959 Award was Jessie Graham, former Supervisor of Business Education in the Los Angeles City Schools and until recently on the faculty of the University of Southern California. Other recipients of the award are Frederick G. Nichols, Paul S. Lomax, D. D. Lessenberry, Elvin S. Eyster, and Hamden L. Forkner, Sr.

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CAROL OSTNESS, Editor
Stephens College
Columbia, Missouri

THREE-WAY TRANSCRIPTION EVALUATION

Contributed by Elizabeth Freel, Miami University, Oxford, Ohio

THE EFFECTIVE TEACHING of advanced type-written transcription is an area in the program of secretarial skill building, rich in problems requiring serious research. The primary purpose of this article is to invite a more critical investigation of one small but significant segment of the whole problem—that of evaluation of transcripts. The presentation of this plan is intended as a stimulus for further study, not as a final answer.

Three Main Objectives

The finished transcript is a complicated product of shorthand skill and language facility typed at an efficient rate. In other words, the three main objectives in type-written transcription are:

1. The production of mailable letters or office-standard transcription of other dictated materials—mailability.
2. Transcription of dictated material with a minimum number of deviations or errors—accuracy.
3. The development of an effective transcription speed—production rate.

To accomplish satisfactorily all three objectives, it seems advisable that a student be made aware constantly of the areas in which he succeeds and those in which he fails. One way to keep him aware is to grade each unit of transcription for mailability, percentage of accuracy, and production rate. The total evaluation of a unit should be a composite of the three grades.

Three Grades

Mailability. The use of mailability as the sole criteria in evaluating transcripts has been questioned rather generally. Under these circumstances, several undesirable situations may develop. The teacher may compromise (of course, none of us) and less than the best may be condoned. Fair placement, average erasures, and free punctuation may be passed or the total number of mailables required may be reduced to an undesirable level. Requirements for mailability can be much higher as long

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as the other two standards are applied. A student will try harder for mailability as long as his complete success or failure does not rest on one or two words.

When a student receives his transcription unit back marked simply "mailable" or "unmailable" he is inclined to give a hopeless glance, quickly figure his approximate grade, and toss the paper away.

Production Rate. Emphasis on production is an important part of transcription learning. Little agreement has been reached upon what comprises "efficient production speed" but that is another problem. Until more study of this problem has been made, teachers will have to select a standard which they consider most nearly valid.

The production rate is easily determined by half-minute intervals. As soon as a student completes a unit, he can bring his papers in for stapling and a time is written on the paper.

As soon as production rates become a part of the evaluation of a transcription unit, students are quick to realize the significance of things that cause low production. More legible notes; fewer spaces left in notes to be filled in from memory; the need for mastery of spelling and punctuation to reduce the use of dictionaries, handbooks, and the number of "calculated" risks; better organization of materials on his desk; and better type-writing skills.

If no premium is placed on production rate, there is no incentive to increase speed. One student in a given time may put out two mailable letters, say each was about 125 words in length. Another student may type-write 500 words or four letters in the same length of time. If he has one unmailable error in each of two letters, he, too, receives credit for only two mailable letters. Why hurry! Limiting the number of times a letter can be retyped only creates frustration in the student and increases the clerical and policing duties of the instructor.

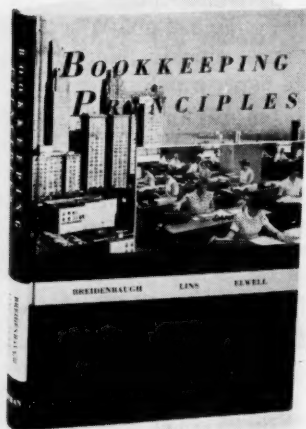
Accuracy. An inaccuracy may be defined as any deviation from the dictator's exact words, and any errors in typewriting, spelling, or English usage. Some teachers are inclined not to consider typewriting errors as transcription errors, or they give credit for "correctible" errors. Rather than try to vary the evaluation of a tran-

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script by the little device of "when is an error not an error?," why not use percentage of accuracy as a third basis for such evaluation.

Obviously a student who makes only one or two errors a letter is more efficient than one who makes five or ten errors a letter. This evaluation in no way condones errors or implies mailability—it is simply measuring the degree of accuracy. Attention will be focused on certain types of errors and there will be some incentive to reach toward more exact transcription.



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Advantages of a Three-Way Grade

One of the most practical results from the use of this grading system is the wider range of grades—a range that makes a grade more defensible.

The morale factor is an important one. If a student meets with success in any of these areas and feels he is given a fair consideration, he is stimulated to work in the areas where he is weak. In effect, as he sees his problem broken down into parts for him, he can see some chance of achieving in all areas. A teacher can analyze more readily class and individual inadequacies and be better directed in his teaching.

The limitation of units to a certain number of words to facilitate grading does not require the use of letters of any given length. Within this framework, short, medium, and long letters may be included in any unit. One effective device for determining the amount of mailability credit for letters of varying length is suggested in *Teacher's Handbook for Graded Transcription Simplified* by Leslie and Zoubek. They say letters up to 125 words may be considered as one letter; 126-250 words as two; 251-375 as three, and 376-500 as four. This evaluation does not reflect the effect of the length of letters on production rate or percentage of accuracy; but if the units are consistent in composition, the computation is, for all practical purposes, workable. This whole plan sounds complicated but actually it is simple to use. The units can vary in size—usually 250, 500, 750, or 1000 words in length.

Grade Is a Composite

Mailability, production, and accuracy scores may be weighted differently as the class progresses. Perhaps production rate could be weighted heavier in the early stages, accuracy in the next stages, and mailability in the final period. The grade for each unit is the composite of the three grades.

Mailability scoring is an old story and needs no elaboration here. Production rate is equally easy to compute. Simply set standards for desirable rates at certain levels of preparation. What these standards should be is another big problem; teachers must select the ones they believe most valid. A student quickly learns to figure his rate when given the number of words and the length of time he used to transcribe.

The percentage of accuracy is most easily handled if tables are worked out. The accuracy grade will be reduced 1 percent if 5 errors are made in a 500-word unit; or 7 to 8 errors in a 750-word unit and 10 errors in 1000 words.

When grades are more significant, fewer papers have to be graded. A wise choice of material, a meaningful evaluation, and an effective follow-up are the important things to consider—not just volume, with perfection the only goal.

RUSSELL HOSLER, Editor
The University of Wisconsin
Madison, Wisconsin

TRICKS-OF-THE-TRADE FOR BEGINNING TYPISTS

Contributed by William Selden, Pennsylvania State Department of Public Instruction, Harrisburg, Pennsylvania

EVERY TRADE has its tricks and typewriting is no exception. In addition to placing emphasis on typewriting with speed and accuracy, typewriting business letters, and typewriting business forms, it is highly desirable to teach certain tricks-of-the-trade. These might be considered as follows:

Copy of Two-Page Letter. There are occasions where a typist writes a two-page letter and uses two sheets of onion skin paper for the file carbon copy. If the two sheets of onion skin are used they will need to be stapled or paper clipped together. Many high school graduates in business education may not realize that it is possible to turn the onion skin paper over and type the carbon copy of the second page of the letter on the other side of the onion skin paper and thus save file space and paper. This simple explanation and illustration by the teacher may save employers money, time, and space.

Crowding and Spreading Letters. After one has typed a document it is occasionally necessary to make a correction on only one word. The mistake might necessitate the crowding or spreading of letters. For example, the word *band* might have been typed instead of *bad* and the word *bid* might have been typed instead of *bind*. Here, it is necessary to make the following changes:

BAND	BID
BAD	BIND

It is a difficult job to correct the word *bid* and change it to *bind*. The entire word should be erased and the letter *b* typed slightly to the left of the original position and letter *d* typed slightly to the right of the original position. An understanding of how to do this requires practice before prospective typists are graduated.

Correcting Mistakes at Bottom of Typewritten Page. Frequently when one anticipates the end of a letter without error, an error occurs. Erasing an error at the bottom usually takes longer to correct than one at the top or in the middle of a page. If the platen is rolled backward rather than forward, however, the mistake at the bottom of the page can be corrected very easily. This is easy to do but occasionally typewriting teachers neglect to mention it to students.

Typewriting on Bottom of Page. Sometimes it is necessary to typewrite at the extreme bottom of a page; this is particularly true if a form is to be completed. To

prevent the paper from slipping, run another sheet of paper behind it. This additional page should be inserted between the platen and the paper that was originally placed in the machine. This will give necessary backing to the paper on which one is typewriting. In a carbon pack the paper is placed in the center between the back of the copy and the noncarbonized surface.

Chain Feeding Envelopes into Front of Typewriter. Most typists know how to chain feed envelopes into the back of a typewriter. However, some experienced typists believe it is faster to chain feed envelopes into the front of a typewriter. The reason is that when envelopes are put into the front of a typewriter it is possible to accumulate approximately fifteen of them in the back of the machine before removing them. Here, envelopes accrue in chronological order which makes stuffing speedier. When envelopes are chain fed from the back it is necessary to individually insert as well as take the envelopes out of the typewriter.

Rush Jobs. Occasionally while one is typewriting a lengthy report it is necessary to typewrite a telegram immediately. This can be accomplished without taking the report out of the machine by backfeeding it until approximately an inch is showing. The first sheet of the telegram is placed in back on the paper rest, and a piece of onion skin paper is inserted against each piece of carbon of the original work in the typewriter. Next, the cylinder knob is turned so the telegram is brought into position for typewriting.

Erasing. Very often students do not receive adequate instruction in erasing. In school, students usually use one eraser. In a business office, typists frequently use two erasers. First, a soft rubber eraser is used to remove the top coating or dampness of the impression. Second, an eraser stick is used. This is done not only on the original but also on carbon copies. A much neater erasure is made by following this procedure.

Typewriting Addresses on Form Letters. Businesses are using a higher percentage of form letters where it is necessary to typewrite the inside address and the salutation. It is important that the inside address and salutation be aligned with the body of the letter and to do this properly takes considerable skill. Students should be given practice in this technique in their typewriting program.

Typewriting Reports and Forms. Frequently, typists have reports and forms to prepare from rough draft material. In doing this, it is generally possible to refer to material previously completed. Here, it is advisable to insert formerly prepared work in the typewriter and set

(Please turn to page 23)

[illegible]

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the margins and tabs accordingly. The typist is then ready to start on the new report. This is a time saver since it will not be necessary to determine where each item should start.

Inserting Letters and Reports with Multiple Carbons. Since businesses demand numerous carbon copies of letters and reports, it is imperative that typists know how to insert this material in a typewriter with a minimum amount of effort and with the certainty that the onion skin paper will not slip out of place. The best way to do this is to insert the carbon pack in the flap of an envelope and roll it into the machine. This procedure will insure that the onion skin paper will not slip. It will be necessary, of course, to remove the envelope from the machine before typewriting.

Reinserting Documents in the Typewriter. Although a manuscript may have been proofread before it was removed from the typewriter, it may be necessary to reinsert it to make a change or to rectify a mistake that was made. When a manuscript is reinserted, the typist should line up the paper both horizontally and vertically. This can be accomplished with practice and by becoming thoroughly familiar with the aligning scale on the ma-

chine which one is using. The aligning scale is somewhat different on the various makes of typewriters.

If it is necessary to correct a mistake on a page in a manuscript which is stapled or bound on the top, it is possible to do so by (a) inserting a blank sheet of paper into the machine, (b) placing the page that needs to be corrected in the front of the platen and under the blank sheet, and (c) turning the platen in reverse and bringing the page which needs to be corrected into line.

Following Oral and Written Instructions. Typists receive instructions either orally or in writing. Beginning typists sometimes have difficulty in understanding or interpreting directions. One reason for this could be the lack of adequate direction in school. To give prospective typists a better background for this type of work, it is suggested that in advanced typewriting, teachers do not repeat oral instructions and also give instructions in written form several times during a month.

Some typewriting teachers may be concerned that they do not have time to include in their course of study the points mentioned in this article. It is important, however, for teachers to realize that students must learn how to apply their skills in an efficient and economical way.

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BOOKKEEPING AND ACCOUNTING

ROBERT SWANSON, Editor
Ball State Teachers College
Muncie, Indiana

MY A-B-C METHOD OF TEACHING BOOKKEEPING

*Contributed by Juanita Bishop, New Castle High School,
New Castle, Indiana*

EACH YEAR our bookkeeping classes are filled with students who possess a wide range of ability. From the information in the students' cumulative record, it is apparent that some in the class will grasp bookkeeping readily while others will have difficulty acquiring any knowledge.

How To Approach Varying Abilities

The question arises, "What can I do with these students of varying abilities?" Can Jim achieve as much as Gregory? Jim has an IQ of 90, reading ability fifth grade, arithmetic ability fourth grade. His father is a laborer with a fifth grade education. Gregory, on the other hand, has an IQ of 135 and rates superior in reading and arithmetic. His parents are college graduates. Should I take Jim and Gregory through the same mill? Will Gregory lose interest and become a disciplinary problem if I gear the class to Jim's ability? If I gear the class to Gregory's ability, will I be teaching a class of one? In view of these facts, I am compelled to teach bookkeeping in such a manner that all students can benefit from my instruction. I decided to try what I call the ABC plan.

What is the ABC plan? In the past, students have been grouped in my classes according to their ability and interests. Last year this plan was modified, and each was divided into three group levels; namely, A, B, or C. This division was made during the second semester after the students started to work their second practice set. The ABC method was explained to the students several days before the plan was put in operation. Each one placed himself in one of these groups after a thorough explanation was given about the amount of work to be completed and the grade range for each group. The students were informed that they must keep up with their group, or it would be necessary to drop back to the next group with a cut in grade. A student had the privilege of changing to a lower group with teacher approval. Out of the 90 students, only two students changed their classification during the semester. The teacher, as well as the student, worked out a placement level. Then in a teacher-pupil conference, group placement was assigned each student. The students were then seated by groups actually making three classes in one.

What was the procedure used with this plan? Each student received a duplicated outline of work listing the exercises, practice set or sets, and tests to be taken. He

kept the outline up to date by checking the work as it was completed and progressed as fast as he could. The first exercise completed in a group was corrected by the teacher. To make this available as a key to the remaining students, the exercise was placed in a wire basket. Each student checked his own work and handed in the exercise. These exercises were recorded on a progress sheet. As every student was working at his own speed, it was necessary to work out a system to check papers. The practice sets and tests graded by the teacher composed the student's grade.

This question then arose, "How do I arrive at a final grade for my students who are working on different levels?" This question had to be answered. To solve this perplexing problem, a policy must be formulated. Do I apply the philosophy that Jim is working up to his capacity; therefore, he has earned a good grade? To conform to such a theory, no consideration is given to (a) amount and difficulty of work completed, (b) accuracy, and (c) comprehension of bookkeeping fundamentals. A standard has not been maintained, and grades are determined by the capacity of the individual. The basis used to determine the capacity of the individual must be comparatively accurate. Should a standard be set up and maintained for an A grade regardless of ability? Why cannot a subtraction be made from an A grade if that standard is not reached?

How does Mr. Jones, an employer, feel about Sally Doe, an employee, whose production rate is low? Will she receive the same salary and promotions along with Jane Big whose production rate is high? If Sally Doe's rate is too low, Mr. Jones may tell Miss Doe that her services are no longer needed. In other words, Miss Doe has failed. Should a bookkeeping class emulate the business office?

As the class progressed, it was necessary to have a discussion on each chapter. When it was apparent that the majority of the students in a particular group were ready for a new chapter, the specific time for discussion was announced. Some of the students would be beyond this assignment, but all the students in the group were required to be at this point. At the designated time, a discussion was conducted with one group while the other two groups worked by following their outline. As soon as a certain portion of the work was completed, the student had the privilege of taking a test although a deadline was set for each test.

What were the requirements for each group? The standard for an A grade in Group A was to complete the first year's textbook, work two sets with business papers, and complete four chapters in an advanced textbook. An A average had to be maintained on all work completed. (Please turn to page 30)

E. L. MARIETTA, Editor
Michigan State University
East Lansing, Michigan

TIPS ON PURCHASING OFFICE EQUIPMENT

*Contributed by R. C. Lane, Central Missouri State College,
Warrensburg, Missouri*

IN THIS AGE of tremendous technical advancement where new products, processes, and materials are commonplace, it is difficult for the beginning business teacher to make a valid decision as to the worth of a specific piece of office equipment that is to be used in a business education program. Unless he has a reliable source of information, the new business teacher, as well as the experienced one, may make costly mistakes.

When consideration is given to the amount of money involved and the all-too-meager budgets in many schools and colleges, errors in purchasing take on new meaning. Each year business teachers, fresh from college, will be asked to recommend specific items for purchase or to act directly as purchasing agents without benefit of past experience or professional preparation in equipment procurement. This article sets forth some guides that can be used in the purchase of office equipment.

Research

One of the most frequent questions asked of the business teacher by superintendents, purchasing agents, or other school administrators is, "What specific brand of office machine do you want to use in your classroom instruction?" The answer, in most cases, will require that the teacher spend some time on office machine research. Many companies in the United States and foreign countries manufacture office machines. The prospective buyer should shop around and compare different makes; he should compare quality of construction, special features, and most important, serviceability.

It is difficult to say that one machine is *far* superior to another. Each make may have some strong and weak points. Therefore, the primary consideration in purchasing a specific office machine should be "the area-use factor." For example, if Brand A typewriters are used in 59 percent of all offices in the area for which the school is preparing operators, then 59 percent of the typewriters in the classroom could well be Brand A.

This information can usually be obtained from the local or state chamber of commerce or by studies made by local office machine companies. When the information is not readily available from these sources, then you may want to survey your local area.

The office equipment survey is accomplished by mailing questionnaires to a cross-section of the businesses in your area. The questionnaires should ask the types of office machines used, brand names, serviceability, yearly maintenance, and any other information that is necessary to

help you in your selection of specific brands. When a little common sense is applied and the foregoing suggestions are followed in determining what type of office equipment to purchase, the teacher can avoid costly mistakes and also promote a better working relationship between schools and local businessmen.

Office Machine Inventory

The business teacher needs to know what office machines are used in his school and where they are. An inventory of office machines should be taken periodically—at least every six months. Idle equipment can be noted for future trade-in or transfer. The age of equipment can be estimated, if not known, to determine the probable expenditures during the year for replacement of equipment. Better control can be exercised over the use of the equipment and over the purchase of new equipment. The equipment inventory should be a written record and should include the following information:

1. Name and description of the machine
2. Name of the manufacturer
3. Serial number or manufacturer's number
4. Size, style, and kind
5. Inventory number assigned by school
6. Location of the equipment
7. Use-factor and condition of the equipment
8. Yearly maintenance cost
9. Current trade-in value.

The Trade-In Policy

Trade-in is a controversial subject. There is no agreement on the correct answer, because what constitutes a correct answer in one case may not be right under different circumstances. However, a mathematical solution appears possible. In the absence of unusual circumstances, a good time to trade in an office machine is when the repair cost becomes equal to or exceeds the scrap value or trade-in value of the machine.

For example, a machine which cost \$300 is being depreciated over a 10-year period at 10 percent a year. At the end of seven years the machine is in need of major repairs which will cost \$50. The machine has been depreciated 70 percent; it has a book value of \$90. The trade-in value is \$50. The book loss would be \$40 if it were traded in (book value, \$90, less trade-in value, \$50). The repair cost is \$50, which is equal to the trade-in value. It would be good business to trade in the machine now, provided capital expenditures are not a problem, especially when we consider the greater efficiency of newer equipment, lower maintenance costs, and other advantages. On the other hand, the repaired machine may give good service for five more years.

(Please turn to page 30)

UNITED SERVICES

BASIC BUSINESS

F. KENDRICK BANGS, Editor
University of Colorado
Boulder, Colorado

"WHY DIDN'T I GET THIS EARLIER?" TEACHERS ASK

*Contributed by Marie E. Robinson, West High School,
Denver, Colorado*

MEANINGFUL in-service training for teachers is one of the very real problems in all schools and for all educators. Thinking over the in-service experiences in which I have participated during my years of teaching, I find myself analyzing the values of each type. College classes, at the graduate level, offered me content which broadened understanding in business education and provided inspiration for experimenting with new ideas and techniques. Conventions I have attended stimulated further experimentation in the classroom. Listening to and meeting outstanding leaders in business education added to my feeling of satisfaction with a teaching career. Trips I have taken gave me an opportunity to observe life among other peoples and get a limited idea of the economic and educational problems they face. All of these have been important, but continually coming to the fore in my thinking are two workshops I attended—a Workshop in Economic Education and a Workshop in Family Financial and Security Education.

Workshop in Economic Education

The first, the Workshop in Economic Education, did not delve too deeply into economic theory but presented broad economic problems that should be a part of every teacher's thinking. Experts discussed such topics as the money situation in the United States, problems of agriculture, of labor, of trade, of our natural resources, and of government. They presented challenges which the group could question later in "buzz" sessions. Unanswered questions raised in those "buzz" sessions were then presented at a general session and the speakers enlarged upon the phases of their discussions which were questioned or which needed clarification.

One of the desirable arrangements in this workshop was that of having the entire group housed together on the college campus. Meetings were held in the same house. Thus, during the evenings when no activities were scheduled, small groups gathered in the lounge and "thrashed out" many minor problems. The value of those evening chats would be hard to appraise.

Family Financial and Security Education Workshop

Another workshop of a somewhat different type but just as valuable was the Family Financial and Security Education Workshop sponsored by the American Institute of Life Insurance.

What teacher, regardless of his area, would not find a whole new world opened up to him through hearing

lectures and participating in discussions of budgeting, investment programs for individuals, forms of insurance and individual insurance programs, housing and home buying, consumer credit, estate planning, and taxes? What teacher would not then be better equipped to help students gain an understanding of our economic system and an interest in successfully handling their own financial problems?

Experts from all fields of business, from the colleges of business administration and from schools of education—all shared their knowledge with our group of workshop participants. I returned home with a mountain of up-to-date pamphlets which took me months to read and sort. Much of it I used as background material for myself. Much of it I wanted students to read, and so we purchased several copies of some of the booklets and obtained others free of charge. Also, I compiled a list of recent films appropriate for use with the topics we had studied. Every film had been viewed, evaluated, and annotated by each of us in the group. Interesting techniques for presenting the materials and films had been demonstrated for us.

A workshop is *made* by the group participating. People enroll for such an experience in order to gain new insights and perspective on problems with which they need help. As a writer in *Nation's Business* said, "Getting the most from creative ideas requires the combined talents of many types of people. Ideas seldom grow in a vacuum; they emerge into our consciousness because we call them." The stimulation generated from thirty-five or more people sitting around a table, asking questions and discussing problems of mutual interest is something terrific.

When a group lives together and talks together and studies together for a period of several weeks, strong friendships are made. From time to time I have called on many of them for advice and suggestions about problems I have encountered.

The average American worker has completed 11.8 years of schooling, according to a survey of 1956 by the Bureau of Census. If students are not given a sound background about personal business matters while they are still in school, when will they get it? Their future reading probably will not include this kind of literature. But students will receive this type of learning if teachers are enthusiastic propagandists of such a program. A mature teacher who had attended a Family Financial and Security Education Workshop said to me, "I feel cheated to think I didn't get this sort of thing earlier—in high school or in college."

What can such a workshop as I have described do for you as a person? It can give you information about
(Please turn to page 30)

MARGUERITE CRUMLEY, Editor
State Department of Education
Richmond, Virginia

STANDARDS OF PERFORMANCE EXPECTED OF BEGINNING DISTRIBUTIVE EDUCATION STUDENT-WORKERS

Contributed by Robert F. Kozelka, Illinois State Department of Education, Springfield, Illinois

SOME OCCUPATIONS can measure standards of worker performance in terms of output, such as "ton-miles," "units assembled," "cartons shipped," or "letters mailed." Such occupations will be found to exist where elements of space and time are constant, and the end-product itself is standardized. Since the measurable tasks in a distributive occupation are only a small portion of the student-worker program, it is necessary to determine how to arrive at the standards which are recognized as being related to the work of student trainees.

Recruitment Standards Affect Performance Standards

High school students are attracted to distributive education for a variety of reasons, and experienced teacher-co-ordinators find it necessary to maintain entrance requirements that will accept only those students who can profit from the distributive education program. Standards of enrollment vary with the experience of the teacher-co-ordinator, the maturity of the program in the community, and the types of learning open to student-workers. Since the "failure" of a distributive education student is conspicuous in some business communities, teacher-co-ordinators in those communities are understandably hesitant in enrolling a student who does not measure up to local job entrance standards. When they accept a questionable student, extra attention must be given the student by every person with whom he comes in contact as a student-worker.

One competent teacher-co-ordinator had this to say about enrollment standards:

I try not to accept any person who has an IQ below 95 and prefer those who are above 100. The student is not acceptable if he has failed more than one course during his ninth, tenth, or eleventh year. Aptitude tests in selling administered by the local state employment office have also been used. In addition, applicants are given a test in mathematics that includes simple addition, subtraction, division, fractions, and a few story problems. Even though such objective measures are used, a subjective evaluation of each student is necessary. I attempt to do this by interviewing former teachers, counselors, and present distributive education students concerning the applicant's attitude and such traits as courtesy, initiative, and respect for property. Appearance is an important factor and I try to maintain acceptable standards when securing new applicants.

Qualified workers are vitally important to large organizations, and distributive education student-workers are expected to enter employment through the same gate as other beginning workers. Applicants for a position as a salesperson in one large retail chain organization must take a salesperson's arithmetic test and a work comparison test. The job description for a salesperson in this company infers that some selection is necessary. The salesperson "follows established procedures in handling cash, cash registers, and cash reports." It is evident that facility with numbers and ability to keep cash records are essential. Another requirement in the job description, "assists in taking inventories and making other special reports," implies general intelligence and good work habits together with an ability to communicate in writing. The personnel manager of this company adds this:

A high school diploma or its equivalent in personal development and training, plus an aptitude for figures, is the minimum educational qualification. We do require a satisfactory score on the arithmetic and word comparison tests.

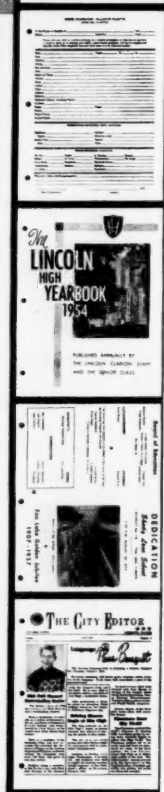
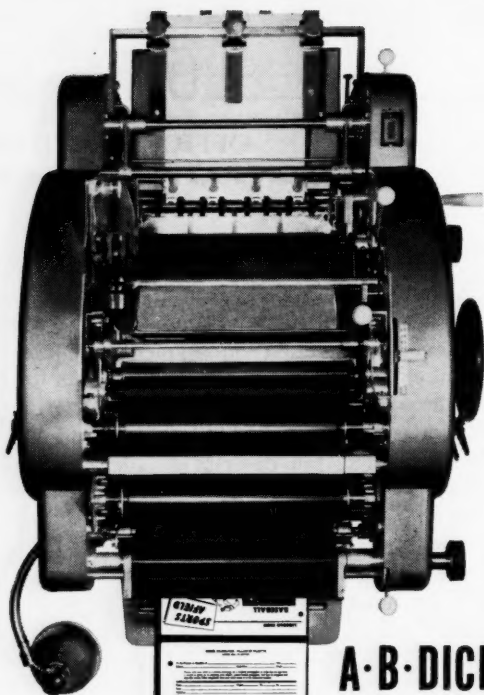
Responses from a sampling of teacher co-ordinators show a trend toward the identification of standards, and it is expected that familiarity with the training outline or job analysis technique of teaching will help the employer to become more articulate in setting standards.

Survey of Qualifications for Entrance

In a survey of qualifications for entering distributive occupations most employers, regardless of the type of businesses represented, stressed the need for student-workers who can formulate conclusions from past experiences on the job. Basically, the employers desire students who *learn* and *progress* from experiences rather than the type who must be told step by step how to complete a simple task that is similar to a routine assignment. Another common need of employers is for student-workers who possess sufficient poise to talk easily with prospective customers.

Evidence from the survey points to an occupational standard that implies ability to work without constant supervision and the ability to face an unprecedented or an original problem. "Talking with prospective customer" is a key phrase. Regardless of standards pertaining to stock work, inventory taking, report writing, or store dress, the prospective customer and his needs set the standards. A prospective customer in a jewelry store is a different person from the prospective customer in a self-service food mart, and occupational standards which apply to the distributive education student-worker in each of these establishments are readily apparent.

(Please turn to page 29)



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Standards of Performance on the Job

After student-workers enter employment there are additional standards to be maintained. While they are not "measurable," they are apparent and probably should be classed as *conditions of employment* rather than *production standards*. For example, the local employers of one average city are not especially strict about appearance, but they do want persons who are generally neat. Most employers in this city have dress regulations but the student is not always required to follow them to the letter. If placement is in a business where a standard uniform is required, the student-worker is expected to be in uniform.

Health is an important factor and both employers and co-ordinators maintain certain standards. Good sight and good hearing are essential, and even general build is important for jobs requiring lifting, bending, stooping, and climbing. Some employers require a physical examination and those who do not will make inquiry if in doubt about the student's health.

Performance standards expected of student-workers vary from community to community and are generally the reflection of the esteem in which education for distribution is held by the leaders of the community. Qualification and placement standards come first, followed by on-the-job performance standards, which in turn become standards on which promotions are based. According to one teacher-co-ordinator, most employers regard an interest in and a desire to work and to learn as the most important attributes.

The following excerpts from monthly student progress reports indicate that standards vary with the training station and with the student-worker: "John is doing a fine job. He needs to develop more personality and friendliness on the job." "James has been showing a bad attitude toward work on the job, but is improving." Sometimes the standards are based on simple comparisons and at other times the standard is dependent on the load the student can carry. "Mr. Brown is well pleased with his two student workers. One does a little better than the other." Again, "Mr. Lampe spoke well of the trainee there. He has given her additional responsibilities."

Often student-workers have their own set of standards—standards which are not being met by the training stations. After a visit to a Chicago department store, a co-ordinator wrote: "Rachel was not too satisfied with her training. Miss Johnson, training supervisor, is going to move her to another department."

In distributive education it is important that the teacher-co-ordinator translate the employers' standards, be they stated or unstated, for the benefit of the student-worker. The teacher-co-ordinator must be able to (a) identify the standards which prevail in the specific work-training situation, (b) match the required standards to the potential ability of the student-worker, and (3) arrange the training outline in content and sequence, for the benefit of the student-worker.

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The May issue of BUSINESS EDUCATION FORUM will feature "Office Standards and Co-operation with Business." The area of communications standards from office employees to management, from the line or production employee to the office, from management to office employees, and from the office to line or production employees will be explored. Other articles coming under the category of standards will include work simplification for stenographers and typewriting proficiency in the office.

You undoubtedly know of at least three other business teachers who would be interested in these and the other articles appearing monthly in the FORUM. You can become a member of the UBEA 10,000 Club by submitting three memberships, new or renewal, one of which may be your own.

General Clerical

(Continued from page 25)

All factors should be considered in deciding whether to trade in equipment. Most schools do not follow any fixed policy but prefer to act independently in each case.

Mechanical Repair and Maintenance

The use of office equipment results in wear and tear on these office machines and equipment—tools of the business teacher. Unless the equipment is maintained at a high degree of operating efficiency, the educational facilities suffer and operating costs are increased. In the smaller schools the problem of maintenance is as important as in the large school, but it may be less difficult to handle. A smaller group of students can be taught to use reasonable judgment and care. More attention can be given to the superficial cleaning of the equipment by the students. Service contracts calling for regular inspection, cleaning, and oiling of the mechanical equipment are possible answers to the problem in the small school. If the mechanical equipment requires major overhauling and repair, loaned equipment can usually be obtained during the repair job.

When a large number of machines is in use, the problem of repair and maintenance is intensified. Delays because of breakdown of mechanical equipment become more frequent. The prime consideration is to insure uninterrupted service at the lowest cost. This may be accomplished through maintenance contracts, school-operated service, or vendors' service on a "when required" basis. The number of items of equipment in use will also influence the selection of the method of mechanical repair and maintenance.

Bookkeeping and Accounting

(Continued from page 24)

The students in Group B completed the first year's textbook and worked two sets—one set with business papers. To receive a *B* grade, a *B* average had to be maintained on the required work.

In Group C the student worked the exercises in the chapters on family bookkeeping and budgeting, bookkeeping for social organizations, professional man, and a farmer. The student selected his set to tie in with one of these chapters. In order to receive a *C* grade, the student had to maintain a *C* average on the required work.

Was this plan a success? Yes. I plan to use it again. As I reflect on my experiences with last year's bookkeeping classes, there is a realization of a greater accomplishment on the part of the students. Let me enumerate some other good features. Discipline problems were practically nonexistent. It was not necessary to call the class to order because the students were already busy by the time the tardy bell rang. These students were

more skillful in finding errors than previous students. It was gratifying to have the student work more independently.

For the first time during the year, the Group C students seemed to be happy and worked bookkeeping more diligently. On the other hand, students in Group A were not hampered in their progress. All of the students seemed to accept this plan very well and preferred the division of the class. For the student to think through a problem on his own when he was confronted with a new phase of bookkeeping gave the student the feeling of accomplishment.

Some changes are planned for next year. A mimeographed sheet will be given each student with instructions as to how to find errors; if possible, more emphasis will be placed on independent work; more work will be assigned Group C; and some improvements will be made in checking work as it is completed. With these revisions and others as it is deemed advisable, the ABC plan will be continued.

Basic Business

(Continued from page 26)

American life and business such as you can get in no other way. You may find that "a whole new economic world" has been opened up for you, too.

What can it do for you as a teacher? We hear that teachers spend too much time in trying to discover methods of teaching and not enough time in gaining a depth of knowledge in the subjects they teach. Here is the chance to increase that depth of knowledge with improved techniques. Here is a place to do detailed work on projects for your own classes. Here, you have the time and the facilities to read and plan, and you have an interested audience of staff members and fellow teachers who will criticize and offer suggestions on the results of your efforts.

During these spring months your principal will be receiving announcements of workshops which are open all over the country. For many, scholarships are available—but they often go unused. Ask your principal to keep the faculty alerted to all the possibilities for summer study.

EDITOR'S NOTE: For reference materials in this area, write to Dr. Galen Jones, Director, Council for Advancement of Secondary Education, 1201 Sixteenth Street, N.W., Washington 6, D. C.

For information on summer workshops write to the Joint Council on Economic Education, 2 West 46th Street, New York 36, New York, or National Committee for Education in Family Finance, 488 Madison Avenue, New York 22, New York. A total of 565 scholarships at 15 universities are being offered this year at the 1959 Summer Workshops in Family Finance. Schools with summer workshops include University of Pennsylvania, University of California at Los Angeles, University of Denver, University of Florida, University of Georgia, University of Illinois, University of Maryland, Michigan State University, University of Oklahoma, University of Oregon, University of Puerto Rico, Southern Methodist University, Syracuse University, University of Virginia, and The University of Wisconsin.

UBEA

THE ASSOCIATIONS UNITED FOR BETTER BUSINESS EDUCATION

NBETests Serve Thousands

Thousands of high school and college students across the country are engaging this spring in what is probably the largest single achievement testing program ever conducted in business education—the National Business Entrance Tests. Present trends indicate that this year's participation in this UBEA-sponsored testing program will exceed the record for any previous year.

Several thousands of the 1959 revision of the National Business Entrance Tests have already been administered. This new Series (the 2000 Series) features the same type of production work as has been included in its predecessors of the past 20 years, but the time for administering the tests has been reduced. Most of the tests in the 2000 Series are one hour in length. The two-hour tests (the 1800 Series) are being continued and are still in great demand. The longer tests provide a more diversified selection of problems than the new shorter version.

April, May, and June are the regular testing months for the NBETesting program. There is still sufficient time for schools to participate. Complete details on the testing program can be obtained by writing to the Joint Committee on Tests, United Business Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Student Chapter of UBEA



FIRST MEMBER . . . Claire Gadbois, student membership chairman, hands the first membership card in the student chapter of UBEA to Warren Clifford as Bruce Jeffrey, chapter sponsor, looks on.

A pilot student chapter of UBEA has been formed recently at the State Teachers College, Salem, Massachusetts, with 12 students comprising the initial group and enrollment steadily increasing. Bruce F. Jeffrey, Head of Department of Business Education, is chapter sponsor. Claire Gadbois of Billerica, Massachusetts, is the student membership chairman. Warren Clifford of Marblehead, Massachusetts, was the chapter's first paid member.

State and Regional Chairmen Announced

Membership in the United Business Education Association is at an all-time high. Many individual UBEA members are responsible for obtaining the large number of new members added during the year. The most active workers, however, are the regional and state UBEA membership chairmen. This group, headed by Dorothy H. Hazel, national membership chairman, Lincoln, Nebraska, attends meetings where they speak for UBEA and its respective unified regional associations, share ideas and techniques with the state and local working forces, and serve as liaison officers for the national organization. Their goal is "10,000 business teachers working for better business education through the services provided by UBEA."

Many members of the "UBEA Working Force" are not included in the list of membership chairmen, but they are included in the list of 10,000 Club members on page 35. The 1958-59 chairmen are:

Eastern Region—Lucy D. Medeiros, Providence, Rhode Island; *Southern Region*—Maxie Lee Work, University, Mississippi; *Central Region*—James T. Blanford, Cedar Falls, Iowa; *Mountain-Plains Region*—Ralph Reed, Edmond, Oklahoma; and *Western Region*—Helen Lundstrom, Logan, Utah.

Alabama—Evelyn Gullledge, Birmingham; *Arizona*—Adeline Buitenbos, Phoenix; *Arkansas*—Ruth Carter, Little Rock; *California*—Norma Gillespie, San Jose; *Colorado*—Ruth Mitchell, Denver; *Connecticut*—Anna Louise Eckersley, New Britain; *Delaware*—Betty Lee Talbot, Wilmington; *District of Columbia*—DeWayne Cuthbertson; *Florida*—Frances Bartoszek, Gainesville; *Georgia*—Zeno-

bia Tye Liles, Atlanta; *Hawaii*—Harriet Nakamoto, Honolulu; *Idaho*—Helen R. Johnson, Boise; *Illinois*—Arnold Condon, Urbana; *Indiana*—Ed Marlin, Evansville; *Iowa*—Cleo P. Casady, Iowa City; *Kansas*—Faye Ricketts, Wichita; *Kentucky*—Ethel M. Plock, Louisville; *Louisiana*—Wilber Lee Perkins, Monroe; *Maine*—Mildred E. Damon, Waldoboro; *Maryland*—James G. Brown, College Park; *Massachusetts*—Bruce F. Jeffrey, Salem; *Michigan*—E. L. Marietta, East Lansing; *Minnesota*—Jane Ann Harrigan, Austin; *Mississippi*—James H. Wykle, Columbus; *Missouri*—Dale J. Blackwell, Maryville; *Montana*—Mary Riley, Billings; *Nebraska*—Marilyn Berg, Omaha; *Nevada*—Martha King, Boulder City; *New Hampshire*—Martha Lefebvre, Somersworth; *New Jersey*—Louis C. Nanassy, Upper Montclair; *New Mexico*—Mollie Cerny, Silver City; *New York*—Donald J. D. Mulkerne, Albany; *North Carolina*—Evelyn Howell, Gastonia; *North Dakota*—Beulah Bute, Wahpeton; *Ohio*—Elizabeth Freil, Oxford; *Oklahoma*—Ralph Reed, Edmond; *Oregon*—Charles Wacker, Bend; *Pennsylvania*—Thomas B. Martin, Bloomsburg; *Puerto Rico*—Amalia Ll. Charneco, Hato Rey; *Rhode Island*—Harry J. Cunha, East Providence; *South Carolina*—Maria Culp, Fort Mill; *South Dakota*—Thelma Olson, Brookings; *Tennessee*—Sue Waddell, Knoxville; *Texas*—Ilice Iio, Houston; *Utah*—Helen Lundstrom, Logan; *Vermont*—Sally B. Maybury, Burlington; *Virginia*—Sara Anderson, Harrisonburg; *Washington*—Eugene J. Kosy, Ellensburg; *West Virginia*—Nora Goad, Charleston; *Wisconsin*—Leon Hermesen, Whitewater; and *Wyoming*—James L. Thompson, Buffalo.

Professional Award

The 1959 Professional Award in Business Education, sponsored by UBEA, NABTE, has attracted a list of over 200 award winners. The annual award is made to the outstanding graduate of the business education curriculum at each teacher education college or university which is a member of the National Association for Business Teacher Education.

Included in the award to the student are the following: an Award of Merit certificate, professional membership in UBEA for one year, and an attractive binder with the 1958-59 volume of BUSINESS EDUCATION FORUM included.

UBEA CALENDAR

NATIONAL MEETINGS

Future Business Leaders of America, Washington, D. C., June 14-16
United Business Education Association (NEA), St. Louis, Missouri, July 1

REGIONAL MEETINGS

Mountain-Plains Business Education Association, Oklahoma City, June 18-20

STATE AND AREA MEETINGS

Chicago Area, May 23
Connecticut, New Britain, May 9

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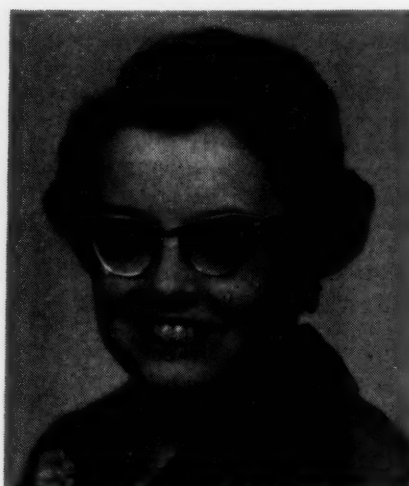
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State College for Teachers, Albany
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DOROTHY H. HAZEL
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UBEA Past President



HOLLIS GUY, NEA Educational
Center, Washington, D. C.
UBEA Executive Director



JOHN L. ROWE, University of
North Dakota, Grand Forks
NABTE President, 1957-1959



PARKER LILES
Georgia State College, Atlanta
Administrators Division Pres., 1957-1959



JAMES T. BLANFORD, Iowa State
Teachers College, Cedar Falls
UBEA Research Foundation Pres., 1957-1959

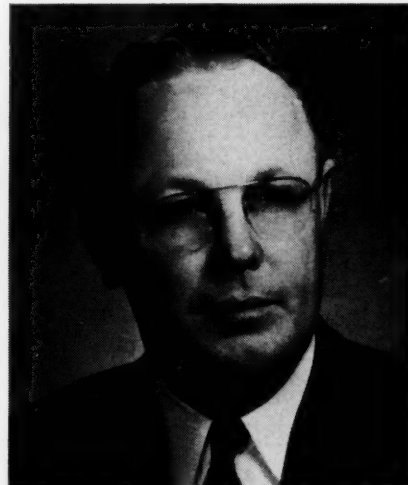
UBEA IN ACTION



ANNA L. ECKERSLEY, Teachers College
of Connecticut, New Britain
International Division Pres., 1957-1959



LOUIS C. NANASSY, Montclair
State College, Upper Montclair, New Jersey
ERUBEA Chairman, 1958-59



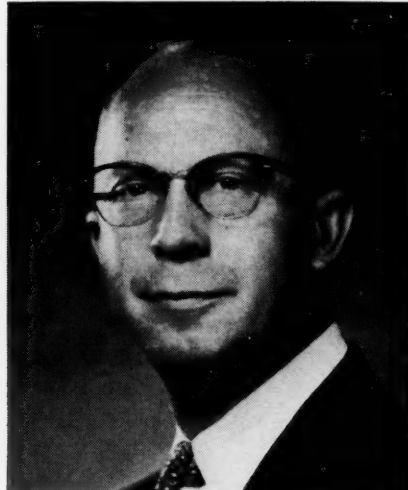
Z. S. DICKERSON, Madison
College, Harrisonburg, Virginia
SBEA President, 1959



E. L. MARIETTA, Michigan State
University, East Lansing
CRUBEA Chairman, 1958-59



F. KENDRICK BANGS
University of Colorado, Boulder
MPBEA President, 1958-59



CLISBY T. EDELFSEN
Boise Junior College, Boise, Idaho
WBEA President, 1958-59



LUCY D. MEDEIROS, Central Falls
High School, Central Falls, Rhode Island
Eastern Region, 1957-1960



CLARENCE E. SCHWAGER, Greenwich
High School, Greenwich, Connecticut
Eastern Region, 1958-1961



LORRAINE MISSLING, Nicolet
High School, Milwaukee, Wisconsin
Central Region, 1958-1961

NATIONAL COUNCIL MEMBERS



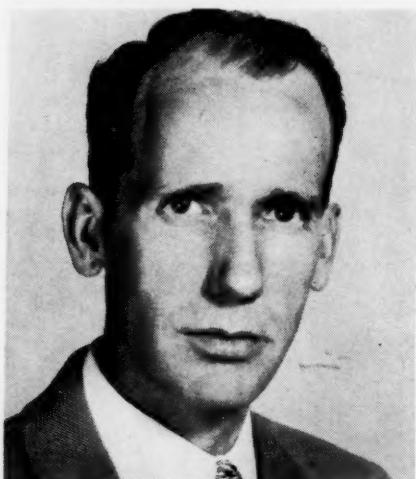
LUCILLE BRANSCOMB, Jacksonville
State College, Jacksonville, Alabama
Southern Region, 1956-1959



NORA GOAD, Stonewall Jackson
High School, Charleston, West Virginia
Southern Region, 1957-1960



VERNON ANDERSON, Murray
State College, Murray, Kentucky
Southern Region, 1958-1961



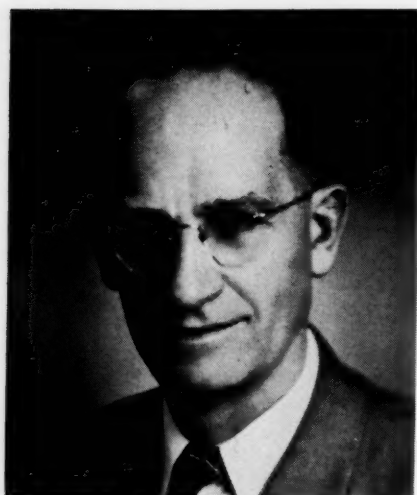
VERNON V. PAYNE
North Texas State College, Denton
Mountain-Plains Region, 1956-1959



ESTHER KNUTSON
University of South Dakota, Vermillion
Mountain-Plains Region, 1957-1960



WAYNE HOUSE
University of Nebraska, Lincoln
Mountain-Plains Region, 1958-1961



VERNER L. DOTSON, Seattle City
Schools, Seattle, Washington
Western Region, 1956-1959



JESSE R. BLACK
Salt Lake City, Utah
Western Region, 1957-1960



MARY ALICE WITTENBERG
City Schools, Los Angeles, California
Western Region, 1958-1961

NEA Corner

● With the first of the four phases of its juvenile delinquency project completed, the NEA has announced a National Invitational Conference on Prevention and Control of Delinquency—Implementation of Theory, which is to be held May 14-15, 1959, at the Mayflower Hotel in Washington, D. C. Described as a "work" conference, the gathering will bring together approximately 200 persons representing schools and other family-and-youth-serving agencies for the purpose of conducting a critical examination of materials and issues that have come out of the delinquency project. Participants will include judges, probation officers, social workers, psychiatrists, recreation leaders, school personnel, representatives of state and federal agencies, and other specialists. The number of persons invited from each of the above categories is limited. William C. Kvaraceus, director of the NEA project, said, "This is a culminating workshop tying together the year's effort of the NEA project. The conference will involve school people as well as professionals representing other disciplines. We are gratified with the country-wide response to our invitation."

● A 22 minute, 16mm black and white motion picture based on economist Walter W. Heller's testimony on the Murray-Metcalf Bill was released March 25, 1959. While the major portion of the film is devoted to his testimony, interviews with Senator James E. Murray, Representative Lee Metcalf, and NEA Executive Secretary William G. Carr are also included. In his analysis, Dr. Heller proves that the federal government has ample economic resources to meet the huge new demands in public education. He also explains how the bill protects the states from any possibility of federal control on education. Filmed and edited by Telenews, "It's Up to Congress" was produced under the direction of the NEA Division of Press and Radio. If you are interested in using the film it is suggested that you communicate with the NEA representative in your community or arrange to borrow it from the UBEA Headquarters Office. Be sure to state the date the film is desired, the approximate number of persons who will view it, and the group to which the film is to be shown if the request is made through UBEA.

LET'S GO UNITED!



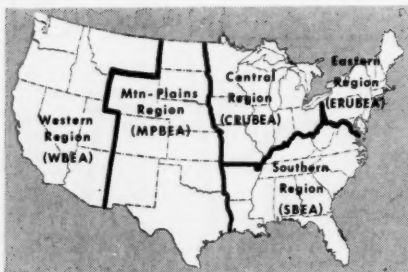
An association is its membership and its program of services. An association is made possible through the dues paid by a large number of persons and the contribution of time and talents of a group of persons who serve as its executive officers, editors, advisers, and representatives—the working force. The persons who aid in expanding the membership of UBEA and its affiliated associations are known as members of the UBEA 10,000 Club.

The Expanded Program of Action for Business Education proposes that each member accept the challenge to aid in building a strong profession on all levels

—local, state, regional, and national. To this end the names of persons listed on this page have made a good beginning by inviting the active support of their colleagues in formulating and realizing a program of action not only for business education but for the total program of education. We salute the leaders in business education who qualify for membership in the UBEA 10,000 Club as this issue of the FORUM goes to press.

You, too, are invited to become a member of the 10,000 Club by lending your active support to this important phase of the Expanded Program of Action for Business Education. The requirement is reasonable—three or more memberships for UBEA.

EASTERN REGION		CENTRAL REGION (Contd.)	
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Clarence Schwager	Louis Nanassy	Leslie Whale	Mearl Guthrie
DELAWARE	NEW YORK	MINNESOTA	Galen Stutsman
Betty Talbot	Peter L. Agnew	Jane Harrigan	Russell J. Hosler
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Prima Lee Bryson	Milton Olson		
Arthur Patrick	PENNSYLVANIA		
MASSACHUSETTS	Betty Hutchinson		
Claire Gadbois	AMALIA DE CHARNICO		
Bruce Jeffery	RHODE ISLAND		
NEW HAMPSHIRE	Harry Cunha		
Martha Lefebvre	Lucy Medeiros		
	VERMONT		
	Sally Maybury		
SOUTHERN REGION		MOUNTAINS-PLAINS REGION	
ALABAMA	MAxie Lee Work	COLORADO	John Rowe
Wilson Ashby	James Wykle	F. Kendrick Bangs	Dorothy Travis
Lucille Branscomb		John Binnion	Gordon Culver
Evelyn Gullledge		Helen Borland	Wilma Ernst
J. Curtis Hall		Joyce Bower	Cora B. Herzog
Sara Morgan		Kenneth Hansen	Gerald Porter
ARKANSAS		Ruth Mitchell	Ralph Reed
Robert Bender		KANSAS	Bertha Sturdevant
Ruth Carter		E. A. Bettega	SOUTH DAKOTA
Ethel Hart		Eunice Gunnarson	Evelyn Elliott
FLORIDA		Winifred Ketch	Thelma Olson
Frances Bartoszek		Orville P. Kiewer	Hulda Vaaler
Frank Dame		E. C. McGill	Violet Witt
C. C. Miller		M. M. Morozzo	TEXAS
John Moorman		Marcella Mouser	Loyce Adams
Lois Williams		Lodi Newcomb	Mittie L. Coston
GEORGIA		Richard Reichert	Faborn Etier
Milton Chambers		Faye Ricketts	Robert Griffith
Zenobia Tye Liles		NEBRASKA	Carlos Hayden
KENTUCKY		Marilyn Berg	Ilice Iio
Ross Anderson		Dorothy Hazel	Floyd Langford
Vernon Anderson		F. W. House	Vernon Payne
Margaret Moberly		NEW MEXICO	Elizabeth Seuffer
Vernon Musselman		Mollie Cerv	WYOMING
Eugene Smith		NORTH DAKOTA	James Thompson
LOUISIANA		Beulah Bute	James Zancanella
Hulda Erath			
Wilbur Perkins			
MISSISSIPPI			
Mabel Baldwin			
A. J. Lawrence			
Frank Herndon			
Frances Reck			
CENTRAL REGION		WESTERN REGION	
ILLINOIS		ARIZONA	HAWAII
Russell N. Cansler		Adeline Buitensbos	Harriet Nakamoto
Arnold Condon		R. A. Kidwell	MONTANA
Lewis Toll		Wanda Nicason	Mary Riley
Harves Rahe		Don Tate	NEVADA
IOWA		CALIFORNIA	Martha King
Cleo Casady		John C. Barrum	OREGON
		Alvin C. Beckett	Dorothy Reep
		Fred Cook	Jessie May Smith
		Richard S. Dale	Charles Wacker
		S. Joseph DeBrum	Theodore Yerian
		Ann Ferguson	UTAH
		Norma Gillespie	Mary Brown
		Jessie Gustafson	Edward Christensen
		Erwin Keithley	Rosamond Demman
		Forrest Mayer	Ina Doty
		Gerald Maxwell	Helen Lundstrom
		Robert Place	WASHINGTON
		Edwin Swanson	Frances Brown
		William Winnett	Eugene Kosy
		IDAHO	Harold Palmer
		Ellen Cox	Virginia Templeton
		Helen Johnson	Norman Thompson



UBEA REGIONAL and AFFILIATED ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated and regional UBEA associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA region which has unified its program of activities with UBEA and has representation on the National Council for Business Education.

UBEA REGIONAL ASSOCIATIONS

Central Region of UBEA
Eastern Region of UBEA
Mountain-Plains Business Education Association
Southern Business Education Association
Western Business Education Association

UBEA AFFILIATED ASSOCIATIONS

Alabama Business Education Association
Arizona Business Educators Association
Arkansas Education Association, Business Education Section
California Business Education Association
Chicago Area Business Educators Association
Colorado Business Education Association
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Greater Houston Business Education Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Iowa Business Education Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Michigan Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Teachers Association
Nebraska Business Education Association
Nevada (Northern, Southern) Business Education Association
New Hampshire Business Educators Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Department of Business Education
North Dakota Business Education Association
Ohio Business Teachers Association
Oklahoma Business Education Association
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Educators Association
South Carolina Business Education Association
South Dakota Business Education Association
Tennessee Business Education Association
Texas Business Education Association
Tri-State Business Education Association
Utah Business Teachers Association
Virginia Business Education Association
Washington (Eastern, Central, and Western) Business Education Associations
West Texas Business Teachers Association
West Virginia Business Education Association
Wisconsin Business Education Association
Wyoming Business Education Association

SOUTHERN REGION

South Carolina

The members of the South Carolina Business Education Association met for luncheon in the Cockpit Room of the Russell House, University of South Carolina, on March 13. Dean S. M. Derriek, School of Business Administration, University of South Carolina, was a special guest at the luncheon and gave a cordial welcome to the group.

Harold Gilbreth, president of the association, presided. The afternoon program was a panel discussion on "Important Problems Confronting South Carolina Business Education."

Panel members included Virginia Ellis, Columbia High School; Maude Marcom, University High School; Maria Culp, Winthrop Training School; Marguerite Hendrix, Taylors High School; and James Colbert, Coker College.

Bernice Brown of Draughton's Business College, Greenville, was elected president of the association at its annual meeting. Elizabeth B. Seruggs of Kingstree is the new vice-president; Cecil Bierley of Columbia College, Columbia, is secretary.

West Virginia

Plans are being formulated for the regional meetings of the West Virginia Business Education Association. These meetings will be held as follows:

October 19-20, Martinsburg
October 22-23, Clarksburg
October 26-27, Parkersburg
October 29-30, Huntington.

Margaret McVean, Martinsburg High School and Chairman of Region III, will have charge of the Martinsburg meeting; Virginia Fairfax, Kingwood High School, Region II Chairman, will preside over the Clarksburg meeting; Shirley Canterbury, Walton High School and Region I Chairman, will be responsible for the Parkersburg meeting; and Ruth Watson, Collins High School, Oak Hill, Region IV Chairman, and Pauline Miller of Huntington High School, Region V Chairman, will conduct the Huntington meeting. Alan Lloyd, McGraw-Hill Book Company,

New York City, will be the guest speaker at two of the meetings.

President Cloyd Armbrister has scheduled an April meeting of the executive committee and the regional chairmen. The meeting will be held in Charleston. Other officers of the association are Louise M. McClanahan, vice-president; Mary Virginia Slack, vice-president from industry; and Betty Booth, secretary-treasurer.

Georgia

The Georgia Business Education Association's yearly theme, "The Forward Look in Business Education," characterizes a variety of activities undertaken by its members.

Robert E. Slaughter, Gregg Publishing Division, McGraw-Hill Book Company, was guest speaker at the annual convention, March 19-20, in Atlanta.

Newly elected officers are: president, Eileen T. Altrock, Murphy High School, Atlanta; vice-president, Joseph F. Specht, Georgia State College for Women, Milledgeville; secretary, Ione Hickox, Savannah Vocational School, Savannah; treasurer, Milton Chambers, Berry College, Mt. Berry; and editor, *Armchair Bulletin*, Donald C. Fuller, Georgia State College for Women, Milledgeville.

The Publications Committee of the association is compiling a reference list for the State Library Catalog and a list of free and inexpensive publications available to business educators in Georgia. The association's handbook has been revised and a list compiled of suggested deletions from the State Audio-Visual Film and Filmstrip Catalog.

Mississippi

Maxie Lee Work, president of the Mississippi Business Education Association, presided over the sessions of the association's spring conference in Jackson, March 20.

Gerald H. Read, Kent State University, addressed the group at the morning and the luncheon sessions. Progress reports were given by Willie Evelyn Ewell, membership chairman for the state association; James Wykle, membership chairman for UBEA-SBEA, and a report on the Future Business Leaders of America by Rufus Jones.



ARKANSAS . . . Members of the Executive Board of the Arkansas Business Education Association are Mavis Henry, Stamps High School; Alma Kitchens, Fayetteville High School; Betty Orr, Ouachita Baptist College; Eva McGuire, Greenbrier High School; Doyle Slayten, North Little Rock High School (treasurer); Clara Jane Robb, University of Arkansas; Arrawanna Hyde, Paragould High School (vice-president); Bernice Crawford, Crossett High School (president); Juanita Foster, Magnolia High School (secretary); Ethel Hart, Southern State College; Sarah Lewis Green, Arkansas A & M College; and Carl Savage, Arkansas State College. Not shown in the photograph are: Elaine Nelms, Lake City High School; Mrs. Robert Campbell, Star City High School; and Ermal Tucker, Harding College.

Arkansas

Spring conferences were held in each of the five districts with the district director presiding. The first of the series was held in District IV at Henderson State Teachers College in Arkadelphia on March 7. Guest speaker for this session was Robert J. Ruegg, Underwood Corporation, New York City. Mr. Ruegg's topic was "The Teaching of Office Practice and Typewriting." An added attraction of this meeting was a machine show with fifteen companies represented.

Irol Balsley, Louisiana Polytechnic Institute, Ruston, and Theodore Woodward, George Peabody College, Nashville, Tennessee, were the guest speakers at the meeting of District V which was held at Little Rock University on March 14.

District II, meeting at Arkansas State College, Jonesboro, on April 4, features a panel composed of businessmen and instructors. Their topic is "Training Students in Office Practices and Procedures." C. C. Carruthers of Arkansas State College is in charge of the meeting.

District III will meet on April 11 with Arkansas A & M College, Monticello, as host. A panel discussion led by ABEA President Bernice Crawford has been scheduled for the morning session. The afternoon session will feature "Our On-the-Job Training Program" by Aileen Campbell and the students from Star City High School, and a discussion of "Contents of a Good Methods Course" by Ethel Hart of Southern State College.

A panel composed of local businessmen and personnel directors, with Fayetteville Chamber of Commerce Secretary as mod-

erator, will discuss "Skills and Characteristics which Businessmen Expect from the Students We Are Training," at the morning session of District I conference to be held at the University of Arkansas on April 18. The guest speaker, Ralf J. Thomas of Kansas State College of Pittsburgh, will address the group on the topic, "A Reply to the Businessmen."

The 1958-59 president of the Arkansas Business Education Association is Bernice Crawford of Crossett High School. Other officers serving this year are Arrawanna Hyde, Paragould High School, vice-president; Juanita Foster, Magnolia High School, secretary; and Doyle Slayten, North Little Rock High School, treasurer.

The Board of Directors includes Clara Jane Robb, University of Arkansas; Alma Kitchens, Fayetteville High School; Elaine Nelms, Lake City High School; Carl Savage, Arkansas State College; Sarah Lewis Green, Monticello A&M College; Mrs. Robert Campbell, Star City High School; Betty Orr, Ouachita Baptist College; Mavis Henry, Stamps High School; Eva McGuire, Greenbrier High School; and Ermal Tucker, Harding College.

Ethel Hart, Southern State College, is editor of the *Newsletter*, Arkansas' official business education publication.

A Board of Directors meeting was held in Little Rock on March 14, at which time plans were made for the state convention which will be held in November. T. James Crawford of Indiana University has been secured as the guest speaker for the convention.

CENTRAL REGION

Missouri

Mary Bakke, Hereulaneum High School, Hereulaneum, president of the Business Education Department of the Missouri State Teachers Association, presided at the association's meeting in Columbia on April 4. The first general session featured a panel on "What Is the Impact of the Recent Curriculum Changes on Business Education?" Members of the panel were Lloyd Stanwood, Gaylord Container Corporation and Washington University; Paul C. Polmantier, University of Missouri; John Ferguson, University of Missouri; D. A. Ferguson, superintendent of schools, Cabool; Dorothy Miller, Cabool High School; Bessie Elliot, Ritenour guidance counselor; and H. Pat Wardlow, Missouri State Department of Education.

The Reverend Raymond C. McCallister, Webster Groves Christian Church, was guest speaker at the luncheon. Sectional meetings in the afternoon were divided into three major areas: work experience, business education skill subjects, and a continuation of the morning panel discussion. Charles Foster, Missouri State Department of Education, keynoted the work experience discussion group. The typewriting sessions were lead by Gwendolyn Durham, Bonne Terre; and Reitha McCracken, Seneca. Elsie Selph, Morley; and Elizabeth Rounsaville, Malden, were in charge of the shorthand section. Winfred Durham, Bonne Terre; and Vivian Whittington, Ozark, lead the secretarial practice discussions.

Officers of the association in addition to Miss Bakke are Wilma Sullivan, vice-president, Kansas City; Lucas Sterne, secretary, Warrensburg; and Alpha Brantner, treasurer, Kirksville. Executive committee members are Forrest Layne, St. Louis; Minnie Baker, Kansas City; Don Francis, St. Joseph; Georgia Calton, Springfield; Marie Vilhauer, Cape Girardeau; Mary Wagner, Maryville; William Finnell, Corder; Vera Gares, Kirksville; Joanne Howard, Rolla; and past-president James Snapp, Springfield.

Chairmen of the district organizations are Mary Wagner, Maryville; Joe Mitch, Downing; Sallie Ozias, Centerville; Jean Walker, Springfield; Marie Vilhauer, Cape Girardeau; Audrey Seibert, Afton; Robert Ballantyne, Kansas City; Don Francis, St. Joseph; and Jean Garrett, Rolla.

IN ACTION

Iowa

Business education is moving forward in Iowa. A quick look at some of the statistics show that UBEA memberships have increased 29 percent from the 1957-58 school year to the 1958-59 school year, and Iowa Business Education Association memberships have increased 18 percent for the same period. Other activities of the dynamic IBEA group include a one-day fun-and-work conference to discuss major business education problems in Iowa and the annual meeting of the association held during the three-day convention of the Iowa State Education Association. The 1958 program included six group meetings which discussed teaching tips for bookkeeping, shorthand, type-writing, general business, transcription, and co-operative part-time work programs.

The association co-operates with Iowa State Teachers College, sponsor of the State Chapter of the Future Business Leaders of America, in promoting FBLA activities. Two new chapters have been organized this year, bringing the total active FBLA chapters to 26 in Iowa. FBLA will be holding its thirteenth annual state convention in Cedar Falls on April 17-18.

The current president of IBEA is Norman F. Kallaus of the State University of Iowa.

MOUNTAIN-PLAINS REGION

Nebraska

T. James Crawford of Indiana University will be the principal speaker at the state convention of the Nebraska Business Education Association. The meeting will be held on April 25 in Hastings.

The executive board of the Nebraska Business Education Association met in Lincoln on February 28 to make plans for their April 25 state convention. President Charlotte Gruber presided. Miss Gruber teaches at University High School, Lincoln. Other board members in attendance at the meeting were: Eloise Jacoby, Chadron State Teachers College, first vice-president; Luella Van Vleck, Bloomfield High School, second vice-president; Shirley Anderson, Grand Island High School, recording secretary; and Joyce Roll, Holdrege, corresponding secretary. Guests invited to the meeting included F. Wayne House, University of Nebraska; and Alfreda Clark and Teal McKeone, Hastings High School.

EASTERN REGION

ERUBEA

The Governing Board of the Eastern Region of UBEA held its semiannual meeting at the new NEA Educational Center in Washington, D. C., on March 6 and 7. Louis Nanassy, senior regional representative on the National Council for Business Education, presided. Other Council members from the Eastern Region are Lucy D. Medeiros, Rhode Island; and Clarence Schwager, Connecticut. Mr. Schwager's appointment to complete the unexpired term of Walter Brower on the Council was announced by Vernon Musselman, UBEA president. All states in the Eastern Region except Maine, New Hampshire, and Delaware were represented at the meeting.

Discussion at the Friday evening session centered around four major headings: activities of the UBEA national office, consideration of membership activities, report on recent developments in unification of business education associations, and a report on the meeting of the National Council for Business Education.

The Eastern Region has shown one of the largest percentages of increase in membership of any UBEA region. Those participating in the meeting discussed the various techniques used in several states to promote the services of UBEA through expanded membership.

President Musselman presided at the sessions of the Representative Assembly on Saturday morning. The first session began with reports from the delegates on recent developments in business education within their respective states. The representatives were Clarence Schwager and Jeanne Skawinski, Connecticut; DeWayne Cuthbertson, District of Columbia; James Brown, Maryland; Donald Mulkerne, New York; Thomas Martin, Pennsylvania; Lucy Medeiros, Rhode Island; and Sally Maybury, Vermont. UBEA officers in attendance at the sessions were Vernon Musselman, UBEA president; Milton Olson, UBEA vice-president and president-elect; Hollis Guy, UBEA executive director; and Anna Eckersley, president of the International Division of UBEA.

At 10 a.m. the group recessed for a tour of the new NEA Educational Center including the UBEA offices. Several UBEA members in the District of Columbia joined the group for the tour and the

program that featured "UBEA In Action." UBEA's place in the NEA structure was described by Mr. Guy. The UBEA services were presented as follows: new publications—Dr. Olson; testing program—Mr. Cuthbertson; UBEA Divisions—Dr. Nanassy; FBLA—Barbara Humphrys; and UBEA membership—Mrs. Medeiros. The group discussed how each member could implement his professional responsibilities through these services.

WESTERN REGION

WBEA

"UBEA In Action" was the theme used in the UBEA Representative Assembly for the Western Region. UBEA's liaison officer for unified and affiliated associations, Dorothy Travis, presided at the meeting in Portland, Oregon, on March 21. Mary Alice Wittenberg, regional representative to the National Council for Business Education, Los Angeles City Schools, was the recorder.

Following a "brag session" at which the representatives of the state affiliated associations reviewed the highlights of their respective groups, progress reports were given on UBEA activities. Helen Lundstrom, UBEA-WBEA membership chairman, Logan, Utah, announced a gain of nearly 200 memberships over the same time one year ago. The other major reports included FBLA—Theodore Yerian, Corvallis, Oregon; UBEA Divisions—Miss Wittenberg; new UBEA publications—Robert Briggs, Seattle, Washington; and UBEA testing program—Miss Travis.

State delegates to the Representative Assembly included: Arizona—Herbert Langen, Tucson; Wayne White, Thatcher; Idaho—Robert Kessell, Moscow; Robert Rose, Boise; Montana—John Jones, Fort Benton; Northern Nevada—Marvin Killfoil, Lovelock; Edward Vietti, Reno; Oregon—Stewart Hopper, Eagle Point; Nina Nelson, Aurora; George Petersen, Eugene; Utah—Mary D. Brown, Salt Lake City; (alternate) Annette Peterson, Logan; Central Washington—Mary Uber, Ellensburg; Eastern Washington—Alvin Danielson, Spokane; Helene Johnson, Medical Lake; Ruth McDonald, Walla Walla; (alternate) Lorraine Schwartz, Spokane; Western Washington—Robert Briggs, Seattle; and Leona Summers, Tacoma.

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Volume VII

Spring 1959

Number 2

MPBEA CONVENTION

Oklahoma City
June 18-20, 1959
Skirvin Hotel



SOGNER CAPITAL . . . Oil-rich Oklahoma City, site of the MPBEA 1959 Convention, includes sight-seeing adventures such as Frontier City, an authentic replica of the Old West complete with nightly gun fights and railroad hold-ups; the state capitol building; Tinker Field, the world's largest repair and material headquarters for the U. S. Air Force; and Oklahoma City University.

Opportunity for Professional Activity

COMMITTEES of business teachers in Oklahoma have long been at work planning and developing ideas for an outstanding convention. The program will include presentations by leading business educators of the country as well as group activities in which all can engage. You'll make new friends and renew pleasant acquaintanceships of the past. There will be opportunities for professional activities which will greatly extend your enthusiasm for and knowledge of business education. And, of course, there'll be lots of personal fun and pleasure. From the opening banquet to the closing luncheon, you will be proud of your profession and respectful of the many others who engage in it. This is one of the "must" professional meetings for business educators from Colorado, Kansas, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, and Wyoming. Don't disappoint us in Oklahoma! We want YOU to meet with us!—GERALD A. PORTER, General Chairman, 1959 MPBEA Convention.

You Are Invited!

THE Executive Board of the Mountain-Plains Business Education Association extends to you a cordial invitation to attend the eighth annual MPBEA convention. The Skirvin Hotel in Oklahoma City is the place. June 18-20 is the date for the big meeting.

The convention theme, "Business Education for a Changing America," will give us an opportunity to examine closely our own special field of education.

Gerald Porter and his able assistants in Oklahoma are in charge of the general arrangements. They promise us an enjoyable stay in the "oil capital" of our nation. Lloyd Garrison has planned a program filled with many outstanding speakers who will challenge us and present many ideas to use in our everyday teaching of the business subjects.

Oklahoma City is beckoning—so won't y'all come?—F. KENDRICK BANGS, *President, Mountain-Plains Business Education Association.*

BUSINESS EDUCATION FOR A CHANGING AMERICA

Thursday, June 18

8:30 a.m.—Executive Board Meeting

1:00-5:30 p.m.—Registration

1:15 p.m.—UBEA Representative Assembly

Presiding: VERNON A. MUSSELMAN, President, United Business Education Association, University of Kentucky, Lexington

Roll Call and Accrediting of Delegates of Affiliated Associations: HOLLIS GUY, Executive Director, United Business Education Association, Washington, D. C.

Business Session and Discussion Group Meetings

(All members of UBEA-MPBEA are cordially invited to attend the Representative Assembly)

2:00-4:00 p.m.—Oklahoma Association of Private Business Schools

2:30-4:30 p.m.—Tours of Business Firms

6:30 p.m.—Convention Banquet

Presiding: F. KENDRICK BANGS, President, Mountain-Plains Business Education Association, University of Colorado, Boulder

Introduction of Speaker: LLOYD L. GARRISON, Oklahoma State University, Stillwater

Address: "The Changing American Economy," EUGENE L. SWEARINGEN, Dean, College of Business, Oklahoma State University, Stillwater

Friday, June 19

7:45-8:45 a.m.—Past-Presidents' Breakfast

Presiding: F. WAYNE HOUSE, Immediate Past-President, MPBEA, University of Nebraska, Lincoln

9:00-10:15 a.m.—General Session (Part I)

Presiding: E. C. MCGILL, Kansas State Teachers College, Emporia

Theme: Fundamental Issues in Business Education for a Changing America

"Fundamental Issues in Basic Business Education," RAMON P. HEIMERL, Colorado State College of Education, Greeley

"Fundamental Issues in Job Preparation," RUTH ANDERSON, North Texas State College, Denton

10:30-11:30 a.m.—General Session (Part II)

Presiding: VEDA GINGERICH, Will Rogers High School, Tulsa

Theme: Fundamental Issues and Their Solutions

Panel Leader: W. HARMON WILSON, Vice-President, South-Western Publishing Company, Cincinnati, Ohio

Panel Members: CLYDE I. BLANCHARD, Tulsa; VERNON A. MUSSELMAN, University of Kentucky, Lexington; WILLIAM R. PASEWARK, Texas Technological College, Lubbock; HELEN BORLAND, University of Colorado, Boulder; THELMA OLSON, High School, Brookings, South Dakota



PLANNING SESSION . . . Planning for the 1959 Mountain-Plains Business Education Association Convention to be held June 18-20 at the Skirvin Hotel in Oklahoma City are (left to right) F. Kendrick Bangs, MPBEA president, University of Colorado; Gerald A. Porter, convention chairman, University of Oklahoma; Ruben J. Dumler, MPBEA vice-president, St. John's College; and Lloyd Garrison, program chairman, Oklahoma State University.

12:00-2:00 p.m.—Delta Pi Epsilon Luncheon

Presiding: CHARLES WALKER, President, Sigma Chapter, University of Oklahoma, Norman

Introduction of Speaker: ROBERT A. LOWRY, Oklahoma State University, Stillwater

Address: "Implications and Conclusions," D. D. LESSENBERY, University of Pittsburgh

2:00-2:30 p.m.—Visit Exhibits

2:30-4:00 p.m.—Shorthand and Transcription Sectional Meeting

Presiding: GERALDINE EBERT, Eastern New Mexico University, Portales

"Inspiration, the Key of Successful Shorthand Teaching," E. LEON KEARNEY, St. John's College, Winfield, Kansas

"Problems in the Teaching of Transcription," IROL WHITMORE BALSLEY, Louisiana Polytechnic Institute, Ruston

2:30-4:00 p.m.—Basic Business Sectional Meeting

Presiding: RUTH D. FELL, The University School, University of Oklahoma, Norman

"How to Motivate Students in Basic Business Classes," VERNON A. MUSSELMAN, University of Kentucky, Lexington

Demonstration Lesson on "Buying Stocks," GLADYS BAHR, New Trier Township High School, Winnetka, Illinois

8:00-9:30 p.m.—Cracker-Barrel Sessions with Businessmen

Saturday, June 20

7:45-8:45 a.m.—UBEA 10,000 Club Breakfast

Presiding: DOROTHY HAZEL, UBEA National Membership Chairman, University of Nebraska, Lincoln; HOLLIS GUY, UBEA Executive Director

(Please turn to page 42)

The Future Business Leader

For Sponsors and Advisers
of FBLA Chapters

Ten Tips for Advancement

EDITOR'S NOTE: The National Board of Trustees of the Future Business Leaders of America in co-operation with the American Institute of Men's and Boys' Wear, Inc., has initiated a "Let's Dress Right Program" for high school and college students. This page, contributed by the American Institute of Men's and Boys' Wear, is among the items provide for bulletin board displays and for use in class or chapter programs.

Do some of your friends just seem to get ahead of others? Why? Look at some of the businessmen you know. Does the same thing apply to them? Business executives all over the country agree that advancement goes to those who show themselves to be outstanding in their jobs. To help you get ahead and, in the process realize many new advantages, here are ten tips on getting more out of your job.

1. *Watch your appearance.* First impressions rank high and when you look your best, you do your best. A neat exterior suggests an orderly interior, and the man with an orderly mind is always in demand. Be sure you dress right; everybody associates proper dress with success. If you dress the part, you have the right start.



DRESS RIGHT . . . FOR SCHOOL. Be smart . . . dress right to show you know school demands proper dress and proper conduct.

3. *Learn where you fit in.* Closely allied to an understanding of your company's role is an understanding of your part within the company. Whether you get that all-important correspondence out or set up the program for a computer, become acquainted with your co-workers' duties and compare notes. Pause and consider the repercussions of your not doing the job quickly and accurately; then you will see how important you are. The realization of your worth should help you appreciate your job more and enable you to give it your all.

4. *Acquire additional skills.* Assuming that you would not have been employed in the first place unless you had what it takes, it should not be hard to acquire additional skill. If you are a receptionist, study shorthand; if you are a salesman, cultivate executive qualities. Whatever your job, do it so well that it is abundantly clear you are ready to climb to the next higher level.

5. *Ask questions.* One of the best ways to learn is to talk to someone who already knows what you must still find out.

If there is anything about your present job that you do not fully understand, ask someone who has been doing the same work longer than you. Your job may require more know-how than you suspect. Accepted as a challenge, it will bring out the best in you.

6. *Work hard.* Anything worth doing at all is worth doing well. Nothing else can give you the psychological lift that a job well done can give. You will not only command more respect all around, you will respect yourself more. And the better your "self-image," say psychologists, the more likely you are to live up to it—no matter what you do.



DRESS RIGHT . . . ON THE JOB. Be promotion-minded . . . dress right—whatever your position—in clothes that are functional but neat.

7. *Be enthusiastic.* Frederick Williamson, former president of the New York Central Railroad, said, "The longer I live, the more certain I am that enthusiasm is the little-recognized secret of success. The difference in actual skill, ability, and intelligence between those who succeed and those who fail is neither wide nor striking. But if two men are equally matched, the enthusiastic man will find the scales tipped in his favor."

8. *Take care of your health.* No one can do his best or really enjoy anything if his health is not up to par. Be sure to get enough rest and exercise. Eat a balanced diet. Get a medical and dental check-up periodically.



DRESS RIGHT . . . AT HOME. Be comfortable . . . dress right in clothes that set the tempo for lounging, learning or entertaining.

9. *Do your part at home.* A smooth family life is the best insurance you can take out against falling down on the job. Be sure you do your share of the chores; are on time for meals; go out with the family occasionally; stay cheerful; and, yes, compliment other members of the family.

10. *Don't bring your troubles to the job.* A family "spat," an overdue bill, a party coming up—these, and many more, can throw you off temporarily. But keep your perspective. Ninety percent of our worries solve themselves. Make a real effort to shrug off petty grievances and concentrate on your job. Psychologists say that concentrating on your work is the best way to forget your troubles.

No matter what you do for a living, there is always room for improvement. Business executives want persons in their companies who have learned how to get more out of their jobs. Not very hard, is it? And what a pay-off!

Saturday, June 20 (continued)**9:00-10:15 a.m.—General Session**

Presiding: ALLIE DALE LAMBERT, Supervisor of Business Education, Tulsa City Schools

Theme: A Changing America Changes Typewriting

Speaker: ALAN C. LLOYD, Gregg Publishing Division, McGraw-Hill Book Company, Inc., New York City

10:30-11:45 a.m.—Bookkeeping Sectional Meeting

Presiding: EDWARD J. COYLE, East Central State College, Ada, Oklahoma

Demonstrations: Three high school teachers

Discussants: JOHN BINNION, University of Denver; F. WAYNE HOUSE, University of Nebraska, Lincoln

10:30-11:45 a.m.—Office Practice Sectional Meeting

Presiding: H. EVERETT POPE, JR., Oklahoma School of Business, Tulsa

Theme: Automation and Its Effect on Business

Speaker: MARION WOOD, Educational Consultant, International Business Machines Corporation, New York City

Discussants: FAYE RICKETTS, University of Wichita; DOROTHY TRAVIS, Central High School and University of North Dakota, Grand Forks

12:15-2:15 p.m.—MPBEA Luncheon

Presiding: RUBEN DUMLER, Vice-President of MPBEA, St. John's College, Winfield, Kansas

Speaker: HERMAN G. ENTERLINE, Indiana University, Bloomington

ALONG THE TRAIL

We Salute: Upon her retirement from active teaching, Luvicy Hill, well-known business teacher educator, and former department head of business teacher education at the University of Nebraska, will be honored at a dinner on May 9. Friends and co-workers, former students and counceilees, will take part in the affair to honor Miss Hill who for more than forty years has given untiring devotion to the betterment of business education and to the counseling of students and organizations at the University of Nebraska. Miss Hill is one of the founders of the Mountain-Plains Business Education Association, the National Association for Business Teacher Education, and of the Nebraska Business Education Association. She is a charter member of the Mountain-Plains Business Education Association. She took her graduate work at Harvard University with the late Frederick G. Nichols.

Here and There: State Membership Chairmen for the U. S. Chapter of the International Society for Business Education (UBEA) have been appointed. Those in the Mountain-Plains Region are: Leon Kearney, St. John's College, Winfield, Kansas; Minnie Schlichting, University of Nebraska, Lincoln, Nebraska; Eva Glaese, University of New Mexico, Albuquerque, New Mexico; Dorothy Travis, Central High School, Grand Forks, North Dakota; Bill G. Rainey, Murray State School of Agriculture, Tishomingo, Oklahoma; Hulda Vaaler, University of South Dakota, Vermillion, South Dakota; Mary Jane Howell, Palo Pinto, Texas; Cassie O'Daniel, Cheyenne High School,

Cheyenne, Wyoming. . . The following from the Mountain-Plains Region have been elected as national officers of Pi Omega Pi: Hulda Vaaler of the University of South Dakota, National Organizer; and Ralf J. Thomas, Kansas State College of Pittsburg, National Treasurer. . . State FBLA Chairmen for MPBEA are Richard Reichert, Kansas State Teachers College, Emporia; Ray Farmer, New Mexico Highlands University, Las Vegas; Gerald A. Porter, The University of Oklahoma, Norman; and Vernon V. Payne, North Texas State College, Denton.

Workshops, Conferences, and Travel: The University of Wichita sponsored the Kansas Educational Secretaries Workshop on March 19-21, with approximately 150 educational secretaries in attendance. . . The University of South Dakota is sponsoring two business workshops. One is a Secretary's Day to be held on April 10. The other will be the first graduate short course in Business Teacher Education as a part of the summer session. It will be a two-week workshop from June 8 to June 19, with visiting faculty members such as Hamden L. Forkner and Alan Lloyd. . . The College of Business Administration at University of Wichita will co-sponsor with the Minisa Chapter of the National Secretaries Association in Wichita a seminar for secretaries with Millard Collins as one of the featured speakers. . . John Binnion of the University of Denver was one of the speakers at the District Meeting of the Nebraska Business Education Association. At another Nebraska District meeting, Dorothy Travis of the University of North Dakota was the guest speaker.

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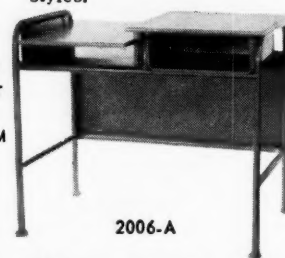
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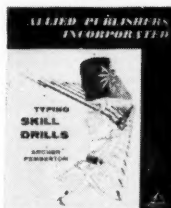
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